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ABSTRACT

As part of the process of developing an assessment system for Washington State Adult Basic Education/English as a Second Language (ABE/ESL) a review of literature was conducted, the product of which is the annotated bibliography presented here. The first section of the bibliography is a review of the materials found during the course of the literature search. The section is divided into three parts: large scale assessment, alternative assessment, and published reviews of tests. Large scale assessment refers to assessment information and strategies used at program and/or state levels. The annotated materials deal with issues and problems of accountability and large scale assessment. Also, assessment strategies of the Northwest Workplace Basics project and JTPA are summarized. The alternative assessment section includes information on types of assessment that are not standardized. The articles reviewed in this part deal primarily with classroom assessments, which can be used to improve instruction and monitor learner progress. Articles relate to assessment practices in English-as-a-Second-Language (ESL), Adult Basic Education (ABE), and public education programs. Sections two, three, and four have updated citations on alternative assessments--portfolios, reading alternatives, and mathematics alternatives--that are available through the Test Center at the Northwest Regional Educational Laboratory. These have been kept separate in order to facilitate procurement for examination by interested professionals. (AB)

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THE Northwest Regional Educational Laboratory

PROGRAM REPORT

ED 367 191

Annotated Bibliography on ABE/ESL Assessment

Prepared for:

Washington State Board for Community and Technical Colleges

by

Ann E. Davis
Judith A. Arter

FL 800709

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Appendix: Information Update, June 1988, Literacy Assistance Center, Inc.

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INTRODUCTION:
REVIEW OF LITERATURE

As part of the process in developing an assessment system for Washington State Adult Basic Education/English as a Second Language programs, a review of literature was conducted by the Northwest Regional Educational Laboratory. Resources for this review surfaced from three major sources: organizations, telephone conversations, and an ERIC search.

The Washington State Board for Community and Technical Colleges identified several organizational resources to be included in the literature review. Also, during the review process, other organizations to contact for information emerged. The organizations contacted for this review included:

1. Adult Basic Education Resource Center, Richmond, VA
2. Clearinghouse on Adult Education, Washington, D.C.
3. National Association of Developmental Education, North Suburban, IL
4. National Center on Adult Literacy, University of Pennsylvania, Philadelphia, PA
5. National Clearinghouse for Bilingual Education, George Washington University, Washington, D.C.
6. National Clearinghouse on Literacy Education, Center for Applied Linguistics, George Washington University, Washington, D.C.
7. Northwest Regional Educational Laboratory (NWREL), Portland, OR
8. Teaching English to Students of Other Languages (TESOL), Alexandria, VA
9. The Literacy Assistance Center, New York, NY

Two organizations--the National Council of Occupational Education and the Pennsylvania Resource Center--which had been identified could not be located or did not exist.

Throughout the review process, various people were contacted by telephone to obtain additional information, references and/or materials. These people included:

1. Allan Quigley, Pennsylvania State University, Center for Continuing and Graduate Education, Monroeville, PA
2. Howell Beder, Rutgers ABE, Rutgers University, New Brunswick, NJ
3. Janet Isserlis, International Institute of Rhode Island, Providence, RI
4. Linda Taylor, CASAS, San Diego, CA
5. Loren McGrail, World Education, SABES, Boston, MA
6. Patricia Rickard, Executive Director, CASAS, San Diego, CA

The ERIC database was searched for literature on assessment and adult basic education/English as a Second Language (ESL) during the years 1985-1992. The ERIC search was broken down into four separate searches. The four searches and number of items found are listed below:

1. Adult basic education/ABE/adult literacy and large scale assessment including accountability, program evaluation, educational testing, standardized tests, or national competency testing. Number of items=11.

2. Adult basic education/ABE/adult literacy and classroom assessment including classroom testing, student evaluation, informal assessments, alternative assessment, portfolios, continuous evaluation, or holistic evaluation. Number of items=82.

3. English as a Second Language/English Speakers of Other Languages/second language and large scale assessment. Number of items=33.

4. English as a Second Language/English Speakers of Other Languages/second language and classroom assessment. Number of items=92.

A large number of items found for each area overlapped with other areas especially in classroom assessments for ABE and ESL. Also, a number of items were not relevant to this review.

The product of this review of literature is an annotated bibliography. The annotated bibliography is divided into four sections and one appendix.

The first section is a review of the materials found through ERIC and NWREL and received from professionals or organizations in the field. It is divided into three parts: large-scale assessment, alternative assessment, and published reviews of tests.

Large-scale assessment refers to assessment information and strategies used at program and/or state levels. The annotated materials deal with issues and problems of accountability and large-scale assessment, assessment strategies used in literacy studies and in evaluations of literacy programs, alternative assessments used in statewide assessments, and the transition from standardized testing to a new era of assessment being faced by education today (i.e., standardized testing being supplemented by performance-based assessments based on clear targets for student outcomes and teachers becoming quality assessors). Also, assessment strategies of the Northwest Workplace Basics project and JTPA are summarized.

Alternative assessment section includes information on types of assessment which are not standardized. The articles reviewed in this part deal primarily with classroom assessments. There is an obvious overlap between the first two sections. Large-scale, educational assessments (e.g., program and state level assessments) are using alternative or performance-based assessments (i.e., assessments based on observation and/or judgment) for evaluating student outcomes. The articles found in this section include information on observational grids, cloze tests, self-assessments, learner selection of reading and math materials for placement purposes, reading assessment based on current cognitive research (i.e., reading as an interactive process), assessments to evaluate increased literacy skills outside the classroom, writing samples, portfolios, action research to evaluate and assess literacy, and tailored response tests (TRT). In other words, assessments which can be used to improve instruction and monitor learner progress. Articles relate to assessment practices in ESL, ABE, and public education programs.

A common theme running across both sections is the incompatibility between large-scale assessment and classroom assessment. Alternative assessments are being used more in both

contexts to better portray student achievement, but the purposes for the assessments are different. Information from large-scale assessments are used for accountability and program improvement while information from classroom assessments is to improve instruction. All users of assessment information need to be knowledgeable about these purposes.

Few articles were found that directly addressed the integration of assessment and instruction. Most articles dealt with specific alternative strategies for assessing learners' progress. Implicit in most articles is the idea that alternative assessments should be part of an ongoing assessment process which uses a variety of assessment tools/techniques such as checklists, self-assessments, rating scales, observational grids, portfolios, and writing samples. Underlying the use of these techniques is the idea of prior identification of learner outcomes and processes.

Assessment and instruction are only two parts of a three-part system. The third part is student outcomes. All three parts reflect the other parts. Without identifying and clarifying learner outcomes or "targets," it is difficult to instruct and assess learners. To the extent that each part is in alignment or consistent with the other parts determines the degree to which the system is a whole or integrated. Whether at the state, program, or classroom levels, identification and clarification of student outcomes is the first step in the process to establish an integrated system.

One application of this process is in Vicki Spandel's work on writing assessment. Through a group process of reviewing student writings, the traits or targets of good writing were identified and clarified for different grade levels. To train educators to use this trait model, many sample papers are used to exemplify the different trait ratings and are used for practice scoring. The assessment is linked to instruction and student outcomes by using various learning activities for each trait (e.g., organization, voice, etc.). Students internalize the traits by assessing their own and other students' papers. This trait model and process of training educators has been used in training classroom teachers and in Oregon's statewide writing assessments.

A second application of integrating assessment, instruction, and student outcomes is through the use of portfolios. Portfolios are not student folders. A consortium of educators under the auspices of the Northwest Evaluation Association has defined a portfolio as:

> A (student) portfolio is a purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress or achievement in (a) given area(s). This collection must include:
>
> - student participation in selection of portfolio content;
> - the criteria for selection;
> - the criteria for judging merit; and
> - evidence of student self-reflection.

Portfolios are assessment devices in that it can not be assembled without clearly defined targets/criteria and uses criteria systematically to portray student progress and achievement. Also, it promotes integration of assessment and instruction. Assembling portfolios encourages critical thinking, problem solving, and thinking independently and to document it. Teachers' guidelines as to what should be included in the portfolio have implications for their teaching. If students are to select their best narrative piece, then students need to know the criteria for good narrative writing and receive instruction in this area. Portfolios serve two purposes--they are instructional and assessment tools.

A more general approach to integrating assessment, instruction, and student outcomes is ongoing classroom assessment using multiple measures and documentation to assess learners' progress. Different alternative assessments--informal and formal--are incorporated systematically. Targets for learning activities are clearly defined and included in the instructional process.

Sections two, three, and four are updated annotated bibliographies on alternative assessments--portfoilos, reading alternatives, and mathematics alternatives--which are available through the Test Center at the Northwest Regional Educational Laboratory. These have been kept separate in order to facilitate procurement for examination by interested professionals. Even though many of these materials are currently being used in public schools, they are quite adaptable to the ABE/ESL adult learner. Many of the alternative assessments reviewed in the first section had their origins from research and/or assessments in public education.

Another annotated bibliography which is from the *Information Update*, Vol. 4, No. 4 (June 1988) published by the Literacy Assistance Center has been included in the appendix as an additional source for information on alternative assessments.

Section 1

Annotated Bibliography

Large-Scale Assessment

"Accountability As a Reform Strategy." *Phi Delta Kappan*, 73, 3 (November 1991): 219-251.

This is a Kappan special section devoted to issues and problems with accountability. The section is introduced by Ann Lieberman and includes the following six articles: "The Implications of Testing Policy for Quality and Equality" (Linda Darling-Hammond); "The Effects of Important Tests on Students" (George Madaus); "Will National Testing Improve Student Learning?" (Lorrie A. Shepard); "Legislative Perspectives on Statewide Testing" (Richard M. Jaeger); "The Teacher, Standardized Testing, and Prospects of Revolution" (Robert E. Stake); and "Test-Based Accountability as a Reform Strategy" (Milbrey W. McLaughlin). The main points of these articles summarized by McLaughlin are:

1. It matters what you measure.
2. Don't confuse standard and standardization.
3. Tests constitute a limited lever of reform.
4. Test-based accountability plans often misplace trust and protection.
5. The process of setting standards is as important as the standards themselves.

Arter, Judith. "Educational and Ethical Issues In Large Scale Assessment," (workshop materials and references). Portland, OR: Northwest Regional Educational Laboratory, 1991.

This set of workshop materials and author's notes summarizes the educational and ethical issues in large scale assessment. Materials explore the purposes for large scale assessment, including accountability, program improvement, curricular or instructional change, college admission, gateway, awards, and selection for special programs. The issues that are derived from high-stakes assessment such as narrowing curriculum, taking up instructional time, using for political ends, funding, and basic incompatibility between large-scale and classroom usefulness are addressed. Various quotes and a historical summary of the march toward centralized testing are included.

"Assessment Update: The ETS Adult Literacy Studies." *Adult Learning*, May 1991: 18-19.

The U.S. Department of Education contracted with the Educational Testing Service (ETS) to develop and conduct a national survey of literacy skills among adults 16 to 64 years old. The pilot test took place in 1991, and the survey will occur in spring 1992 with findings to be reported in 1993. About 13,000 adults will be interviewed face-to-face. Their literacy skills will be assessed through simulation tasks designed to measure literacy skills related to materials encountered at home, at work, and in the community. The interview will take about 60 minutes with 45 minutes devoted to simulation tasks and 15 minutes to background information.

The study will use three scales to represent distinct aspects of literacy:

(1) Prose literacy--tasks involving knowledge and skills needed to understand and use information from texts such as editorials, fiction, stories, and news stories.

(2) Document literacy--tasks involving knowledge and skills to locate and use information from applications, payroll forms, transportation schedules, tables, map, and indexes.

(3) Quantitative literacy--tasks involving knowledge and skills needed to apply arithmetic operations either alone or embedded in materials such as balancing a checkbook.

Reports from this study will be tailored to meet the needs of policy makers, business leaders, educators, and researchers.

ETS has also been contracted by the U.S. Department of Labor to conduct a two-part workplace literacy assessment. Literacy proficiencies of three populations will be profiled. These populations include: persons enrolling in JTPA programs; persons applying for jobs through Employment Service; and persons filing claims for Unemployment Insurance benefits. The second part of the literacy assessment will be the development of an instrument appropriate for assessing literacy proficiencies of clients in different Department of Labor populations.

Auerbach. Elsa Roberts. "Competency-Based ESL: One Step Forward or Two Steps Back?" *TESOL Quarterly* Vol. 20, No. 3 (September 1986) pg. 411-429.

The author examines the theoretical and social implications of competency-based adult education (CBAE) in ESL by drawing on perspectives in the fields of curriculum theory, adult basic education, and second language acquisition. The framework for the analysis of CBAE is derived from an extraction of eight key features found in discussions about CBAE. These eight key features include:

1. A focus on successful functioning in society
2. A focus on life skill
3. Task- or performance-centered orientation
4. Modularized instruction
5. Outcomes which are made explicit a priori
6. Continuous and ongoing assessment
7. Demonstrated mastery of performance objectives.
8. Individualized, student-centered instruction

Each key feature is critiqued from the perspectives of curriculum theory, ABE, and second language acquisition. The results from an informal survey of teacher attitudes toward CBAE in ESL are incorporated. The findings suggest that "the systems demands of this approach

(for accountability and social utility) may impose constraints that get in the way of such pedagogical considerations as student-centered learning." The author concludes that educators need to clarify the distinctions between competency-based systems--competencies are the starting and ending points of curriculum--and competencies as tools--competencies are one tool among many in the instructional process to enable students to make changes in their lives.

Bachman, Lyle F. "Assessment and Evaluation." *Annual Review of Applied Linguistics*, 10 (1989): 210-226.

This article summarizes the research and development in the assessment of language abilities in the past decade. It discusses the theoretical issues--the demise of language proficiency as a global ability with the rise of a multicomponential view of language proficiency as "communicative language abilities." Methodological advances in testing such as item response theory, criterion-referenced measurement, and generalizability theory along with the theoretical advances in language proficiency have created greater variety of research approaches. Two major areas in the development of language testing--"communicative" language tests such as the Ontario Test of English as a Second Language and Test in English for Educational Purposes and extensions of the FSI oral interview procedure--are outlined. The article closes with a discussion on other areas of research and development, including self-assessment and computer-adaptive testing.

***Competency-Based Mainstream English Language Training Project (MELT) Resource Package*. Washington, D.C.: Office of Refugee Resettlement (DHHS), March 1985.**

This resource package is the product of seven national demonstration projects funded by the U.S. Office of Refugee Resettlement (ORR). It is intended to help persons involved in developing programs for refugee language training. Information is provided under four topics: (1) the purpose, content, and use of the resource package; (2) Student Performance Levels (SPLs); (3) Core Curriculum; and (4) testing.

Under student performance levels, descriptions of levels 1-10 for listening comprehension, oral communication, reading, and writing, and a global rating scale for pronunciation are provided. The Core Curriculum section discusses competency-based education and English language training; the topic and cross-topic areas in the Core Curriculum competencies; and how to use the CORE Curriculum in developing/adapting a local English language training curriculum. The testing section includes information on the following topics: testing types (i.e., placement, achievement, proficiency testing); selecting and developing assessment instruments; performance objectives and applied performance testing; Basic English Skills Test (BEST); and the relationship of the BEST to student performance levels and the CORE Curriculum document.

Appendices to the individual sections include MELT demonstration project information, lists of literacy enabling skills, an index of grammatical structures, examples of performance objectives, sample needs assessments, sample lesson plans and learning activities, assorted checklists, and examples of locally adapted curricula. Also, a summary chart of English as a Second Language tests is provided.

Comprehensive Adult Student Assessment System (CASAS), **Patricia Rickard, Executive Director. San Diego, CA.**

In 1980 a consortium of educators, in coordination with the California Department of Education, established the Comprehensive Adult Student Assessment System. Today the field-based consortium includes 47 agencies. The system was developed to address the need for assessment in a functional context for adult learners and high school students at all levels of alternative and adult basic education programs.

The system is divided into three major components: the Competency List, the Curriculum Index and Matrix, and the assessment instruments. The Competency List contains 35 competency areas and 203 competency statements; the Curriculum Index and Matrix provides a quick reference system of materials which are cross-referenced to the Competency List. Generally, the assessment procedures include an appraisal test for placement, pre- and post-achievement tests at three or four levels, and certification tests.

CASAS assessment is designed to provide reliable measures of functional/employability and basic life skills. Also, measures for ESL appraisal and listening comprehension have been developed. Most of the test development in the past relied on multiple-choice type items in the areas of reading, math, and listening. Tests were constructed from a bank of more than 5,000 test items which have been calibrated on the item-response model. In recent years, CASAS has developed authentic and applied performance measures of writing skills, oral proficiency, pre-employment and work maturity competencies, and critical thinking skills. Agencies can order various assessment instruments and resource materials from CASAS, or have measures custom-developed by CASAS to address specific program-related competencies.

D'Amico-Samuels, Deborah. ***Perspectives on Assessment from the New York City Adult Literacy Initiative. A Critical Issues Paper.*** **New York: Literacy Assistance Center, Inc., November 1991.**

In this paper, the current assessment process in the New York Literacy Initiative is reviewed and subsequent changes in direction and practices are explored. The first section is a discussion about the national context. Included in this discussion are perspectives on the purposes of assessment and approaches to literacy and assessment. Different approaches to literacy and assessment were described: autonomous skills, multiple literacies, standardized tests, alternative assessment methods, competency- or performance-based assessment, and employment, policy, and functional literacy.

The second section reviews the assessment used in New York City adult literacy initiative programs. Assessments provide information for initial placement, program evaluation, contract and funding compliance, research, and understanding the learning progress which results from instruction. Uniform testing is required of programs for reporting learner gains. The TABE test is used for basic education students; the oral/aural John Test for ESOL students. It is recognized that the John Test was developed as a placement instrument. This test will be replaced by the New York State Placement Test for English as a Second Language for placement and assessment in July 1992.

In the fall of 1991, a literacy screening test was introduced in ESOL programs. This instrument was designed by Dan Rabideau of the Literacy Assistance Center and provides a sense of the learner's native language literacy. It has been translated into Spanish, Chinese, and Haitian Creole.

Another indicator used to assess learner progress was the results from a structured interview which asked learners about the impact of adult education on their lives. The results from these interviews, TABE tests, and John Tests are summarized in tables.

Examples of new directions in learner assessment from different programs included: systematic observation and reflection by teachers on connections among assessment, instruction, and staff development; small group assessment model, which is focused and reflective discussion in a group of learners, tutor, and professional staff; ongoing assessment consisting on a comprehensive intake interview and portfolios assembled by students; and staff refining information and establishing assessment links with instruction beginning with intake interview through classroom instruction.

The last section deals with recommendations. These include: group discussions among educators, researchers, and funding agencies regarding the purposes and methods of assessment; sampling learners; dissemination of information from programs working on alternative assessments; ; reports of what programs have learned from their assessments, in order to clarify the relation between program evaluation and learner assessment; and, owing to the diversity of programs, reports of alternative assessment results along with other data.

Ehringhaus, Carolyn. "Testing in Adult Basic Education." ***Adult Basic Education, 1, 1 (Spring 1991): 12-26.***

Responses from 427 adult basic education teachers (51 percent response) indicated that (1) 84.8 percent use tests for placement; (2) the Tests of Adult Basic Education are overwhelmingly the most frequently used; and (3) 77.7 percent find their testing practices effective, although informal observation and assessment received the highest ranking.

Griffin, Suzanne. ***Response to "Evaluation and Validation of Effective English as a Second Language Training Program for Non- and Low-Literate Adult Learners."*** **A paper presented at the Adult Education Research and Evaluation Design Conference, Washington, D.C., March 1992.**

The author describes the thematic framework proposed by Hemphill (1992) for investigating adult ESL literacy programs as a welcome contribution to research in this area. The framework and related evaluation questions provide a more comprehensive and systematic perspective to examine issues surrounding ESL literacy. Griffin maintains, however, that the evaluation questions and the framework itself need to be revisited in light of the last decade of research findings on non-literate and low-literate adult refugees. She argues that process investigations must accompany outcome data on these populations and should include participant observation data, as well as data from interviews of learners and teachers. Further, multiple forms of assessment must be included to address the different uses learners make of language as well as the multiple literacies learners possess.

Hayes, Elisabeth. ***Beyond Skills and Competencies: Issues and Strategies in the Evaluation of Adult Literacy Instructional Programs.*** **Madison: University of Wisconsin-Madison, March 1992.**

This paper discusses the complex and multifaceted issues surrounding an "academically oriented" and "competency-oriented" instruction in the development of an evaluation design. Relevant research, evaluation studies, and the current context of adult literacy instruction are reviewed. The context of literacy instruction includes more than just the dichotomy between

academically-oriented instruction and competency-oriented instruction. Alternative approaches to overcome the limitations of both approaches to instruction are being tried. These alternative instructional approaches include:

- Portable skills. These new conceptualizations of skills and abilities needed for the performance of literacy activities draw on cognitive science research. The focus in this approach is the identification of information-processing and problem-solving skills rather than decoding skills which are commonly taught to accomplish a variety of literacy tasks. The skills are derived from analysis of literacy activities in diverse social contexts--not primarily school-related activities.

- Whole language orientation. This approach is based on the assumption that literacy skills should be understood and acquired in a holistic manner. Literacy is not seen as a set of skills that are reassembled for each task as viewed by both traditional approaches (i.e., academic- and competency-oriented approaches). The basis of this approach is the use of meaningful literacy activities bases on learners' interests and goals rather than workbooks or other academic activities. Language skills are developed through group interactions.

- Critical literacy. This approach is based on Freire's work and represents different goals and instructional activities. Academic skills and competencies are not the emphasis. Educators who use this approach "structure classes to explore significant themes and texts in learners' lives." The central goal is for learners to reflect upon and question values, beliefs, and assumptions.

Because of the diversity that exists between programs and within programs, one implication is that programs' goals should determine the criteria used to evaluate program outcomes. If a program is oriented toward the improvement of competencies in a specific context, the competencies demonstrated by learners should be assessed. The author points out it would be illogical to assess learners competencies in another context. Outcome measures should reflect the full range of program and learner goals.

While this paper has been written in the context of evaluating program effectiveness, it is informative for our purposes because one indicator of program effectiveness is learner outcomes. The author identifies an overall approach to evaluating programs, key research questions, learner subgroups, instructional variables, and learner outcomes. In the learner outcomes section, the following learner outcomes are considered:

- Literacy improvement (within program context)

    1. Improvement in academic reading, writing, and math skills

    2. Improvement in performance of literacy tasks related to everyday life

- Literacy applications (outside of program context)

    3. Application of improved skills and abilities in the context of work, family, and other nonschool settings

- Personal and "quality of life" outcomes

    4. Achievement of individual learning objectives

5. Affective and attitudinal changes, including changes in self-image, higher educational goals, or career aspirations

6. Other "quality of life" outcomes, such as change in employment status, involvement in community groups, enrollment in further education

These outcomes are based on the goals and priorities of the stakeholders involved, including literacy personnel, literacy learners, program funders, and policy makers.

Hemphill, David F. *Evaluation and Validation of Effective English as a Second Language Training Program for Non-and Low-Literate Adult Learners. Draft paper.* San Francisco: Center for Adult Education, San Francisco State University, CA, March 1992.

This draft paper examines evaluation issues related to the investigation of ESL programs for non-literate and low-literate adult learners. It describes the populations, service delivery systems, and instructional programs for these adult learners. The author points out that the current state of research knowledge in the area of adult ESL literacy is fragmentary and contradictory. Preliminary findings from one current research study--Wrigley and Guth--which is investigating promising practices in ESL literacy programs are presented. One important preliminary finding of this study is that "many literacies" were addressed in the study's programs and were grouped into the following areas:

(1) Prose literacy or literacy for self-expression

(2) Functional context literacy (survival or life skills)

(3) Critical literacy and problem posing

(4) Cooperative learning/experiential literacy

(5) Learning how to learn

(6) Sociocultural literacy

(7) language awareness

(8) Basic literacy; and (9) biliteracy.

Another study, Merrifield, Hemphill, et al. (forthcoming) developed ethnographic profiles of the uses of literacy and technology in the lives of low-literate adults--half of whom were native English speakers, half non-native speakers.

The author also summarizes the critical issues among researchers on language acquisition in recent years. The issues included: (1) the idea of a "critical period" for second language acquisition; (2) access to a "universal grammar" by second language learners; (3) the "monitor" or "input" theory of second language acquisition; and (4) the debate on "general language proficiency."

For the author the debate on general language proficiency suggested one implication for evaluating adult ESL literacy programs--the consideration of employing multiple forms of assessment to address the different uses that learners make of language. Another

implication is that there appears to be research support for "many literacies" described by Wrigley and Guth.

The next section of the paper identifies specific evaluation questions and major themes to address in the evaluation of adult ESL literacy programs. A thematic framework for investigating these programs is presented. Of interest to this writer was the discussion on types of outcome data and assessments to employ. These included:

(1) Outcome data focused on attainment of social as well as linguistic goals. Social goals include self-esteem, jobs, access to services, advancement to further education, and development of critical rationality.

(2) Inclusion of data which involve learner participation and self-assessment.

(3) Use of mother tongue/native language in data collection process.

(4) Need to gather data on multiple forms of language proficiency. Sufficient research literature has suggested that no one measure of language proficiency is appropriate to assess a learner's general proficiency in first or second language. The data gathered should reflect the actual communicative uses to which ESL learners put the language they have learned.

(5) Use of alternative formats of assessment such as native language and English language interviews, performance observations, discussions, and picture-clued assessments instead of reliance solely on written assessment formats.

Hemphill, David, F. *Evaluation and Validation of Effective English as a Second Language Training Programs for Non- and Low-Literate Adult Learners.* San Francisco: Center for Adult Education, San Francisco State University, 1992.

In this final version of his paper, the author provides a review of contemporary issues in the area of adult ESL literacy. The paper describes the learner population, the service delivery contexts, and the research base. It poses some important evaluation questions needing investigation and identifies parameters for evaluation investigation in this area. In addition, the paper offers examples of the procedures that might be employed to conduct two possible studies.

Hymes, Donald L. with Ann E. Chafin and Peggy Gonder. *The Changing Face of Testing and Assessment. Problems and Solutions.* Arlington, VA: American Association of School Administrators, 1991.

This document is part of the AASA Critical Issues series and is a very comprehensive look at testing and assessment in public schools. It is divided into 10 chapters and addresses the following topics: the state of testing, issues and concerns, the search for alternatives, alternatives in action, being aware of the bandwagon, exploring a district's own assessment program, classroom assessment and staff development, politics of assessment, communication between staff and community, and how some states have broadened the definition of school quality to more than test scores.

Lytle, Susan L. *et al.* *Literacy Theory in Practice: Assessing Reading and Writing of Low-Literate Adult.* San Francisco: Paper presented at the Annual Meeting of the American Educational Research Association, April 1986.

This paper presents the preliminary results of a short-term longitudinal study of the impact of literacy instruction on the lives of 76 adults enrolled in a literacy program at the Center for Literacy in Philadelphia. It begins with an extensive review of literature on literacy, adult literacy, and adult literacy assessment. It describes the Initial Planning Conference, a structured interview, which was designed to collect information relevant to the adult's perceived needs and interests. The preliminary findings are presented under the following topics: (1) Who comes for literacy instruction? (2) Why do adults seek literacy instruction? How do they expect it to affect the quality of their lives? (3) What do they say they can already do with reading and writing? (4) What are their strategies for coping with others' expectations that they read and write? (5) What types and uses of print are they aware of in their environment? What do they use and for what purpose? (6) What are their perceptions of the processes of reading and writing? (7) How well do these adults read and write? and (8) What strategies do they use in dealing with print? How do these adults cope with difficulties in reading and writing? Appendices include a demographic summary for those interviewed, their age and education distributions and their responses to the picture reading task. Four pages of references conclude the document.

Lytle, Susan L., and Marcie Wolfe. *Adult Literacy Education: Program Evaluation and Learner Assessment Information Series No. 338.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1989.

Adult literacy programs need reliable information about program quality and effectiveness for accountability, improvement of practice, and expansion of knowledge. Evaluation and assessment reflect fundamental beliefs about adult learners, concepts of literacy, and educational settings. Resources for planning program evaluations include surveys, handbooks, instruments, and policy studies. Evaluation issues include the following: (1) program goals and mission are subject to scrutiny and change; (2) data about teaching and learning are essential; (3) expanded outcome measures for learner progress are needed; and (4) the roles of staff, managers, learners, and external evaluators affect the evaluation process and outcomes. Four major approaches to learner assessment are considered: (1) standardized testing is norm referenced and cost effective; (2) materials-based assessment is commercially available and follows a systems management model; (3) competency-based assessment involves real-life tasks, predetermined performance standards, a continuum of difficulty, and a range of strategies; and (4) participatory assessment allows learners an active role and involves a range of texts, tasks, contexts, and strategies. Evaluation should: (1) be both external and internal; (2) be both formative and summative; (3) involve learners and staff; (4) generate design questions from theory, research, evaluation, and practice; (5) involve critical reflection on program philosophy and goals; (6) give prominence to the processes of teaching and learning; (7) capture a range of learner and program outcomes; (8) require a variety of longitudinal data collection methods; (9) be integrated with program functions; and (10) be systematic and systemic.

Mathews, Jackie K.. "Assessment: From Computer Management to Portfolio Assessment." *The Reading Teacher* Vol. 43, No. 6 (February 1990) pg 420-421.

The author provides an overview of the steps taken by his school district of 73 elementary schools to change to a portfolio approach to literacy assessment. The first stage involved establishing a districtwide committee to evaluate the existing reading assessment program and make recommendations. Given the recommendations, seven teachers were appointed to design a replacement literacy assessment program. They decided to move toward a portfolio approach and decided on four core components of each student's portfolio which included: (1) a reading development checklist; (2) writing samples; (3) a list of books read by the student; and (4) a test of reading comprehension. Optional features included student self-evaluations, running reading records, audiotapes, anecdotal records, pages from reading logs, and other measures that students and/or teachers felt demonstrated growth.

The reading development checklist was developed by the team and consisted of four major sections: (1) concepts about print; (2) attitudes toward reading; (3) strategies for word identification; and (4) comprehension strategies. It provides teachers the opportunity to record observations three times during the school year. For the reading comprehension test, the team is still looking for one that will have authentic texts and quality questions. Because of the new approach, extensive staff training in the use of portfolio approach will be conducted.

Nickse, Ruth S. *Assessing Life-Skills Competence. The New York State External High School Diploma Program.* Belmont, CA: Pitman Learning, Inc., 1980.

This book presents a comprehensive view of the New York State External High School Diploma Program, which is an alternative to the GED program. It was developed by the Syracuse Research Corporation and the New York State Department of Education in the early 1970s. The program uses an assessment system that is flexible in type, time, and location; explicit requirements of adult life skills and knowledge; and continuous feedback to clients, with many opportunities to demonstrate competencies. It is an applied performance assessment system that asks adults to demonstrate skills through simulations of tasks adults do at work and at home. To earn a high school diploma, adults are required to demonstrate 64 competencies covering seven broad areas: communication, computations, self-awareness, scientific awareness, social awareness, consumer awareness, and occupational preparedness. Adults also are required to demonstrate one of the individualized competencies: advanced achievement in occupational skills or preparation for postsecondary education or advanced development of specialized competencies (e.g., artistic, organizational, or political/economic).

Performance indicators include:

- Given a set of circumstances, solve a problem with the following steps: define problem; state three alternative solutions; state consequences and advantages/disadvantages of each alternative solutions; and choose and defend one solution.
- From a taped speech, identify main ideas, details, conclusions, inference, fact, opinion.
- Compare costs of credit for loans.
- Draw conclusions from data.

The program has two parts: diagnostic evaluation and assessment. The first part identifies skill deficiencies that might prevent an adult from demonstrating the level of skill necessary for the second part--assessment. Once skills are identified for improvement, adults are referred to adult learning and literacy resources for help. Instruction takes the form of using community resources and family; independent learning with learning prescriptions; self-paced learning; and home learning.

The second part, assessment, employs a multi-method approach. Assessment is conducted through oral interviews, demonstrations, documentation reviews, self-assessments, essay tests, product assessments, performance assessments, simulations, and take home projects. The skill is applied usually in a practical, real life task. For example, an adult might be asked to read and interpret a lease, measure a space for carpeting, locate an apartment in the community, and write a letter of complaint to the landlord. The student is granted a high school diploma on the basis of demonstrated and documented competencies.

The book discusses the following topics: needs of adults without a high school diploma, rationale for new systems, the New York External High School Diploma Program, process assessment, how adults learn, counseling and assessment roles, designing an adult alternative diploma program, and implications for secondary education.

Since this book was published, it should be noted that in March 1990, the American Council on Education's (ACE) Commission on Educational Credits and Credentials approved the affiliation of the National External Diploma Program (formerly the New York External Diploma Program) with the council's Center for Adult Learning and Educational Credentials. This program becomes the second high school completion program for adults sponsored by ACE. The first program was the GED which was sponsored five years previously. The ACE will review the program's competencies and update some performance indicators. It is planned to implement the External Diploma Program in all 50 states by the year 2000. Training for new adoptions is available.

Northwest Workplace Basics Curriculum and Assessment System. **Portland, OR: Northwest Regional Educational Laboratory, December 1991.**

This paper summarizes the Northwest Workplace Basics project. The project is a multi-agency, two-state endeavor involving representatives from: Oregon JTPA, Oregon Office of Community College Services and Adult Basic Education, Workforce Development Section of the Oregon Economic Development Department, Oregon JOBS, Oregon Department of Education, Washington State Board for Community and Technical Colleges, Washington Employment Security Department, and U.S. Department of Labor, Region X.

The national and local context for the project are described. The project is a direct result of national and local concern that U.S. workers are not able to compete effectively in a global economy.

The project has been involved in identifying competencies that Northwest workers need for success in the workplace, developing measurable competency statements, validating competencies and domain specifications for assessment of these competencies, writing items consisting of a model item and three items for each level, and identifying curriculum resources for each competency.

The competencies have been based on the skills framework deemed essential by employers

in the Workplace Basics report by the American Society of Training and Development (ASTD). The skills framework includes:

- Learning to learn
- Reading, writing, and computation
- Communications skills (i.e., listening and speaking)
- Thinking skills
- Personal management (i.e., self esteem, goal setting-motivation, personal development, career planning and development, and life skills)
- Group effectiveness (i.e., interpersonal, teamwork, negotiation)
- Influence (i.e., organizational effectiveness, career growth within an organization, leadership)

Within these seven skill areas, the competency statements have been supplemented by reviewing other sources of competencies including: CASAS, Oregon Work Skills: Basic Skills for Employability, SCANS five competencies and three-part foundation, Washington Core Competencies, and *A Model for Restructuring Education for the 21 st Century* prepared by the Northwest and Pacific Futures Group for Work-Relevant Education. Participants in forums agreed that the competencies should reflect skills that require no more than a high school education.

Since this paper was written, the test items have been readied for pilot testing in the fall of 1992.

O'Brien, Charlotte W. "A Large-Scale Assessment to Support the Process Paradigm." *English Journal*, February 1992: 28-33.

This article describes the inauguration of large-scale performance testing of writing by eighth graders in Missouri. Prior to this, writing had been assessed through a random sampling of students in three grades, all writing to the same prompt for one class period. The steps involved in the assessment are detailed, including field testing, developing the process-writing task, developing the scoring criteria and selecting range finders, standardizing training and scoring procedures, and reporting the results of the assessment. A statewide network of writing teachers also emerged.

***Performance Assessments In the States.* Prepared by the Council of Chief State School Officers for presentation to the Secretary's Commission on Achieving Necessary Skills. Washington, D.C.: Pelavin Associates, Inc., January 1991.**

A matrix is presented summarizing state assessments which are performance assessments, portfolios, or enhanced multiple choice. The matrix does not include traditional multiple-choice assessments. The matrix's headings include: state, performance assessment's status (e.g., implemented, developing, or planning), number of students, type of performance assessment, frequency of administration, subject areas, grade levels, developer, who administers, who scores, and use of data (e.g., statewide report, district-level curriculum

improvement, state-level curriculum, state policy making, school accountability, or student progress/promotion).

The matrix reveals that performance, portfolio, and enhanced multiple-choice assessments are widespread, but their level of development and distribution across content areas and grade levels vary considerably.

Other findings indicated that "50 states have or are planning one or more of the three forms of performance assessments at the statewide level. Writing samples are the most common form (28 states), but in 15 states, assessments at the secondary level in disciplines other than writing are in place and operating. Many more are planned. One state, Vermont, has portfolio assessment at the secondary level (grade 8) in place, but two others have early childhood portfolios, and others are designing them. Eight states use one or more of the three forms of assessment to assess secondary science, thirteen use them for assessing mathematics, and two states assess vocational subjects in these ways. There are also 20 states that provide individual student scores from statewide assessments."

Provenzano, Johanna Z., Mary Ann Corley, Joan Raith Schoppert, Barbara Mouring, Patricia Petrlik, and Amanda Ligabue-Wierzalis. *Real Life English for Adults: Using a Competency-Based Approach in ESOL Instruction.* Rosslyn, Virginia: InterAmerica Research Associates, Inc., 1986.

The Adult Language Levels (ALL) Management System was developed by educators of the ESOL program of the Baltimore County Public Schools, Towson, Maryland. It is a system to provide a uniform method for assessing and instructing adult ESOL learners using a competency-based approach. ALL consists of three components: assessment, instruction, and evaluation; it uses standardized performance procedures for (1) assessing adult learners' needs and language proficiency levels; (2) individualizing instruction; (3) continuously monitoring learner progress; and (4) evaluating competencies. Performance measures take several forms: simulation, role playing, contract assignment, and actual performance. Formal learning outcomes are identified in the curriculum and include three components: the conditions, the task, and the criteria. Skills are taught at five proficiency levels and in seven different competency areas such as transportation, shopping, and health.

The document is organized into the following chapters: rationale, needs assessment, proficiency testing, suggested teaching activities, and evaluating progress. The appendices provide instructional design charts by competency areas, tables of competency tasks and performance measures, and a selected bibliography of curriculum materials.

"Redirecting Assessment." *Educational Leadership*, 46, 7 (April 1989): 2-77.

This issue of *Educational Leadership* is devoted to alternative assessments used in the classroom and in statewide assessments. The following seventeen articles are included: "Re-assessing Assessment" (Arthur L. Costa); "Why We Need Better Assessments" (Lorrie A. Shepard); "Authentic Assessments in California" (California Assessment Program Staff); "Performance Testing in Connecticut" (Joan Boykoff Baron); "Daryl Takes a Test" (Kathe Jervis); "High-Stakes Testing in Kindergarten" (Samuel J. Meisis); "Testing and Curriculum Reform: One School's Experience" (Carol Livingston, Sharon Castle, and Jimmy Nations); "On Misuse of Testing: A Conversation with George Madaus" (Ron Brandt); "Testing and Thoughtfulness" (Rexford Brown); "Portfolio Assessment: Sampling Student Work" (Dennie

Palmer-Wolf); "Teaching to the (Authentic) Test" (Grant Wiggins); "Advancing Academic Literacy Through Teachers' Assessments" (Elfrieda Hiebert and Robert C. Calfee); "Let's Tell the Good News About Reading and Writing" (William D. Corbett); "Theory and Practice in Statewide Reading Assessment: Closing the Gap" (Sheila Valencia, P. David Pearson, Charles Peters, and Karen K. Wilxson); "Michigan's Innovative Assessment of Reading" (Ed Roeber and Peggy Dutcher); "How Do We Evaluate Student Writing: One District's Answer" (Melva Lewis and Arnold D. Lindaman); and "Assessment for Learning" (Michael E. Martinez and Joseph L. Lipson).

Shepard, Lorrie A. *A Checklist for Evaluating Large Scale Assessment Programs.* Boulder, CO: Laboratory of Educational Research, April 1977.

The author draws from existing evaluation frameworks to develop a checklist for evaluating large-scale assessment systems. The checklist has five main categories:

- Goals and purposes. The first category identifies the goals and purposes for the assessment program. Different kinds of goals include student diagnosis, student certification, program evaluation, resource allocation, accountability, and research. Not all assessment systems address all these goals. The criteria for judging these goals are importance, uniqueness, feasibility, and scope.

- Technical aspects. The second category deals with technical aspects of the assessment program such as tests (what tests are used?, are they reliable, valid?), sampling, administration of tests/assessments, and reporting.

- Management. This category includes planning, formative evaluation, personnel, support staff, effective decision-making procedures, equal opportunity, redress of grievances, and timeliness.

- Intended and unintended effects. This category address the various people and groups the might be affected by the assessment program and the kinds of effects.

- Costs. The dollars, time, and negative effect of the assessment program are considered in this category.

***A Statewide Study of JTPA Client Assessment Systems.* Seattle: Business Government Community Connections, March 1992.**

This study examined JTPA assessment policies and practices across Service Delivery Areas (SDAs) in Washington State. SDA directors, contractors, and case managers were surveyed and commented on the effects recent changes in JTPAs have had on client assessment systems. JTPA has recently been moving toward serving hard-to-serve clients and using more formal, systemic, standardized applied assessment systems. These changes have made an impact on the way SDAs assess their clients. The key assessment practices that emerged from the study as significant included: family assessments, well coordinated systems, joint case management assessment systems, and ongoing assessment. The JTPA system seems to be moving away from traditional front-end assessment to ongoing assessment--a continuous assessment process used throughout the program.

The study also revealed that the focus on program accountability and formal testing has highlighted the need for providing staff training; developing client tracking systems; planning

the sequencing of assessment; developing coordination within and among agencies; implementing better monitoring of client progress; and computerizing management information systems.

One of the major recommendations to come out of the study was to improve systems for communicating information among the different levels--state, directors, contractors, and case managers. Improving communications is dependent on the establishment of a feedback loop for exchanging assessment information and discussion about assessment. Another related recommendation was assessment training at the different levels.

Sticht, Thomas G. *Testing and Assessment in Adult Basic Education and English as a Second Language Programs.* San Diego: Applied Behavioral & Cognitive Sciences, Inc., January 1990.

This document expands upon the discussion of standardized tests in federal legislation and Department of Education rules and regulations, in order to guide practitioners in using these tests and alternative assessment methods more wisely. Amendments of 1988 that address the uses of standardized tests, the federal regulations that implement the amendments, public comments on the regulations, and the U.S. Department of Education's responses to the comments are presented. Chapter 2 deals with the nature and uses of standardized tests, including definitions of standardized tests, norm-referencing, criterion-referencing, competency-based education, and curriculum-based tests.

Chapter 3 provides information about eight standardized tests in wide use in adult basic education (ABE) and English-as-a-Second-Language Oral Assessment System (CASAS) ABE and ESL tests; English-as-a-Second-Language Oral Assessment (ESLOA); General Educational Development Official Practice Tests; Reading Evaluation Adult Diagnosis (READ); and Tests of Adult Basic Education (TABE). Chapter 4 discusses "negative gain" scores, general and specific literacy, item response theory, predictive validity, special problems in testing in ESL programs, alternative assessment methods, and assessment systems to meet instructional purposes and state and federal requirements for accountability. Thirty-three reference footnotes are given. Appendix A provides a table for comparing scores among several standardized tests. Appendix B provides 13 sources of additional information and a set of 5 transparency masters for use in presentations on standardized testing in ABE and ESL programs.

Stiggins, Richard J. "Assessment Literacy." *Phi Delta Kappan*, March 1991: 534-539.

Despite the current devotion to high standards of student learning, Stiggins asserts in this article that most decision makers, professional and non-professional alike, are not sufficiently literate in the basics of assessment to know whether standards are being met. Training in assessment has been skimpy or lacking altogether for teachers, administrators, and parents, and professionals in educational measurement have not overcome the barriers to sharing their knowledge with those who need it.

A three-part action program is proposed. First is understanding assessment literacy, including the full range of possible student achievement targets and assessment methods. Second is differentiating among the levels of literacy needed by users of data (students, parents, policy makers), practitioners who must generate and use data (teachers, counselors, education faculty, and so on), and professionals who generate data for use by others (developers of large-scale tests and programs evaluators, for example). Third is

developing new assessment literacy programs focused on practitioners and classroom assessment.

Stiggins, Richard J. *Facing the Challenges of a New Era of Educational Assessment.* Portland, OR: Northwest Regional Educational Laboratory, September 1991.

This paper describes the rapidly changing context of educational assessment and advances the argument that we have entered a whole new era of assessment alternatives. The previous assessment era, one of objective pencil-and-paper testing and centralized testing programs, is described. The reasons for its demise, including the accountability movement and the desire for measuring complex outcomes, are explored. The keys to making a smooth transition into the era of assessment alternatives are emphasized.

Four important challenges for the assessment community are outlined: translating complex targets into sound assessments, completing critical psychometric research, helping educators overcome a deep-seated fear of assessment, and finding ways to assist all decision makers, including teachers and students, to make sound assessments.

The special issue of Applied Measurement in Education, for which this overview was prepared, is said to be comprised of four articles on current methodology and four papers describing applications of various assessment methods.

Stiggins, Richard J. *Reinventing Assessment: Commentary on Changing Times in School Testing.* Portland, OR: Northwest Regional Educational Laboratory, May 1992.

This paper describes the assessment changes now occurring in the American educational system--schools are being transformed into outcomes-driven institutions. Educators are being held accountable for providing learning opportunities and assuring students attain specified outcomes.

A historical perspective from which to understand these assessment changes is given. The last era of educational assessment was during the 1920s and 1930s. Schools provided the needed experience to "melt" the increasingly diverse population. Schools were conceived as "assembly-line schools"--each grade level being a stopping point on the assembly line. As students progressed on the assembly line, the amount of variation in achievement would increase. By spreading out achievement, schools could channel students into different segments of the economic and social structure. At the same time as this evolution in schools, the objective paper-and-pencil test appeared as the new achievement test. Its efficiency and comparability of scores made it very popular. Because a score had the same meaning for every student, students could efficiently be sorted. One result of this era of assessment was the separation between teachers and the measurement people. The measurement people launched a 60-year long program of increasingly complex and technical achievement testing. Teachers only needed to know how to teach and not to assess. School officials moved toward a centralized assessment of student achievement and started a 60-year journey of standardized testing programs. The achievement test became available at each grade level to be used by teachers to sort students into appropriate instructional programs.

In the 1960s, society became concerned about school effectiveness. The achievement test changed from being one additional piece of information to use for sorting to being used for

accountability. It became the standard of educational excellence. Because school improvement did not occur as a result of local testing programs, the 1970s saw another layer of centralized testing (i.e., state testing programs) added in an attempt to promote school improvement. National assessment of student achievement was also added to force schools to improve. The author states three reasons schools did not improve:

1. Links were lacking between assessments and teacher development or instruction

2. Results from achievement testing did not portray a complete picture of achievement or results useable at the classroom/school level for improvement.

3. It was incorrectly assumed that decisions which have the greatest influence on school quality are made at the upper levels (i.e., outside the classroom). The people who really decide about school quality are students, teachers, and parents.

Assessment is changing due to three forces:

1. Demand for accountability. The demand for accountability began in the 1960s with mastery learning, behavioral objectives, and minimum competency. All of these are "outcomes-based" education but were ideas before their time. The term "outcomes-based" is consistent with the changes in our social and economic realities. The 1980s saw the bottom third of our students with no place to go in the economic structure without certain job-related competencies. Employers became concerned about the competency of newly hired employees. The old indicators such as grades, high school diploma, or school rank did not assure them that an employee could read, write, work on a team, or solve complex problems. The early 1990s college admission systems saw a declining pool of applicants. For financial survival, colleges needed to provide programs to meet student needs. Schools needed to change from sorting to outcome-driven institutions.

2. Search for clear, appropriate achievement targets. Schools began re-examining achievement outcomes as they began to realize they would be held accountable for students attaining specified outcomes. Outcomes were found to be more complex than realized (e.g., students cannot possibly memorize all content knowledge but need to become information managers). Business became increasingly more involved in education. Education became more important to business for their own survival.

3. Search for more complete assessment. Educators found alternative assessments such as portfolios, direct writing assessment, and exhibitions more reflective of these identified complex outcomes. These assessments relied on subjective judgment which until now had been outlawed by the objective paper and pencil tests. For many of the valued complex outcomes, alternative assessments were the only viable options. This produced a conflict between the two eras of assessment. Teachers need to instruct and assess--become partners in assessment. They must teach students to become self-assessors. This is a skill that will form the basis for the success of outcome-based education and enable students to become competent performers. Self-assessment is the basis for academic competency. For example, reading research has shown that students who cannot self-assess cannot read.

Changes are needed to challenge the practices in the old era of assessment. These changes include:

1. Stop thinking of assessment only in terms of accountability. The process can be used as an instructional tool and for determining school effectiveness. The two purposes are different. Different people use the results for different reasons; different information is gathered. Assessment resources should be divided equally between the two purposes.

2. Stop thinking of assessment as a large-scale enterprise in which information is filtered down to other levels for decision making. Policy makers need to consider a system in which the data is gathered at the classroom level and aggregated upward. This approach would offer teachers the much needed training in assessment.

3. Stop thinking assessment is only fair if achievement targets are a mystery to students.

4. Stop thinking of assessment as a collection of multiple-choice items. These items should be used with appropriate targets. When different targets (e.g., writing, speaking, listening, or reading) require a different assessment mode, it should be used. Simple objective tests need to be supplemented (not replaced) by performance-based assessments.

The paper concludes that it is dysfunctional to separate instruction and assessment. Assessment resources need to be re-examine and money allocated for classroom assessment to meet the profound changes in education.

Whitney, Douglas R. "Toward a Comprehensive GED Assessment System." *Adult Learning*, 2, 7 (May 1991): 12-16.

This article describes how the Official General Educational Development (GED) Practice tests can be used to place students and to monitor student progress. The GED test scores can enable students to qualify for postsecondary education and to evaluate program effectiveness.

One barrier to giving the tests is the amount of time required--four hours and 10 minutes. The author outlines a process to reduce administration time. The first step involves administering the Interpreting Literature and the Arts Practice Test to all students--about 30 minutes. Adults with low scores (30 and lower) are unlikely to comprehend most GED study books and can be referred to Adult Basic Education. Adults with scores near or above 50 can be referred to GED testing.

Those adults with scores in the midrange move to the second step. These adults should take the Writing Skills or Mathematics Practice Tests. These two tests are the ones most adults are likely to score low. Adults with passing scores should be referred for GED testing with no further testing. The total time for step one and two is two and one-half hours.

At the third step, the remaining adults are those with marginal scores on the three tests. These adults should be given the Social Studies and Science Practice tests to determine if study in these content areas is needed. The total time for the three steps is four hours and 10 minutes. The process outlined will reduce total student testing time by about 50 percent with very little accuracy lost in placement decisions.

The author also describes how "Computerized Adaptive Testing" (CAT) can halve the number of questions needed to make reliable decisions by using results from item analyses.

Adults are presented with an item. If they respond correctly they are given a more difficult item; if incorrectly an easier item. A CAT system is being developed for the GED Practice tests.

Also, to evaluate program effectiveness, matrix sampling is recommended to reduce student testing time. In this process students are randomly assigned to take different subsets of questions. The results summarized to obtain class averages are sufficient for program evaluation or accountability.

Alternative Assessment

"Adult Literacy Evaluation Project: A New Approach to Assessment." *Information Update*, 3, 2 (March 1987). New York: Literacy Assistance Center.

The Adult Literacy Evaluation Project (ALEP) began in January 1985 and was a two-year study. This article summarizes the assessment approach taken by the study. The ALPE viewed literacy from a holistic and socio-cultural perspective using a two-hour structured interview called the Initial Planning Conference for the initial assessment of adult learners. The interview explored environments in which adults currently live and may need to use literacy skills. During the interview, learners also selected reading texts from an array of real-world materials and responded to questions. The findings from these initial assessments are summarized and indicate that most learners viewed reading as decoding and writing as spelling. Most had ineffective coping strategies in reading and writing. The six-month assessment will investigate what learners count as success and what impact the literacy program has had on learners' participation in social, economic, and political activities.

Arter, Judith A. and Richard J. Stiggins. *Performance Assessment in Education.* Paper presented as part of the symposium "Performance Assessment Methods: What Can We Learn from Research in Other Professions", National Meeting of the American Educational Research Association, San Francisco, April 1992.

In the introduction, the authors discuss the reasons performance assessments have become essential in the array of tools to assess student achievement. They are twofold: to meet accountability demands and to assess a wide variety of more complex educational outcomes. An overview of performance assessment in education is presented. Examples of student performance assessments used at the state level to communicate valued outcomes include Oregon's writing samples and pilot tests for math problem-solving; Connecticut's science performance assessments which require students to cooperate; and Vermont's inclusion of student dispositions in their scoring criteria for mathematics portfolios. Methods used for student assessments vary in terms of tasks that students perform and in criteria used to judge performance on the tasks. Tasks include simulations, structured performance tasks, portfolios, and classroom exercises. Observations of ongoing classroom events tend to be informal, using checklists and rating forms without pilot testing. Besides sound performance tasks, another key to effective student performance assessment is careful development and application of proper criteria to use in the judgment process.

The last section of the paper deals with "lessons learned to date" which include: (1) need for clear targets; (2) need for an array of assessment tools; (3) need for training; (4) cost/time/technical costs; (5) issues related to high stakes testing such as restricting the curriculum, teaching the test, negative effects on students and teachers, and time spent preparing for the test; and (6) performance assessment as an instructional tool--for performance assessments to mean anything we need to ensure they are perceived by teachers as good instructional tools.

Berk, R. A. (Ed.). *Performance assessment: Methods and applications.* Baltimore: The John Hopkins University Press, 1986.

This book is a comprehensive treatment of performance assessment methodology. Nineteen chapters address methods and methodological issues, as well as applications in business and education. There are chapters on teacher evaluation, student evaluation, writing assessment, and listening and speaking assessment.

Block, Ellen. "The Comprehension Strategies of Second Language Readers." *TESOL Quarterly* Vol. 20, No. 3 (September 1986) pg 463-494.

The author used "think-aloud" protocols--learners tell what they are thinking after reading each sentence--to investigate the comprehension strategies of native and nonnative English-speaking college students in remedial reading classes. Also, retellings and multiple-choice tests were used as memory and comprehension measures.

The research on reading strategies of native English speakers is summarized. These research studies suggest good readers are more able to monitor their comprehension, more aware of the strategies they use, use strategies more flexibly and adjust strategies to type of text than poor readers. Good readers also distinguish between important information and details as they read and are able to use clues in text to anticipate information and/or relate new information with information already stated.

Responses from the readers in this study were recorded and classified by mode of response and strategy type. Mode of response was either reflexive--readers relate affectively and personally to the text--or extensive--readers attempted to deal with author's message in the text. Strategies were classified as either general strategies or local strategies. General strategies included: anticipate content, recognize text structure, integrate information, question information in text, interpret text, use general knowledge and associations, comment on behavior or process, monitor comprehension, correct behavior, and react to text. Local strategies dealt with attempts to understand specific linguistic units and included: paraphrase, reread, question meaning of clause or sentence, question meaning of a word, and solve vocabulary problem.

The findings showed that ESL readers did not use strategies that were different from native speakers of English. This suggests strategy use is a stable feature, not tied to specific language features.

Brindley, Geoff. *Assessing Achievement in the Learner-Centred Curriculum.* Sydney, Australia: National Centre for English Language Teaching and Research, Macquarie University, 1989.

In this book, the author approaches assessment from a theoretical and practical perspective. The book covers basic issues in assessment and curriculum by examining the role of objectives and the meaning of achievement. It looks at assessment practices in the Adult Migrant Education Program; presents approaches to criterion-referenced assessment such as self-assessment, profiles and records of achievement, and competency-based approaches to adult ESL; and discusses developing procedures for learner assessment. Samples of the different approaches are included in the text.

Accountability issues and options are addressed. Although they are in the context of the Australian States and United Kingdom systems, the issues and possible options are

pertinent to our system. The author argues that assessment for the purpose of accountability has been viewed traditionally by teachers as an imposition and time consumer--not something that helps the learner. Instead of viewing accountability as a one way "upward" movement which has been derived from business, a more democratic accountability is proposed. This kind of accountability is a two-way process. Teachers are accountable to their learners and directors, directors accountable to their teachers and state director.

The author sees that more explicit forms of criterion-referenced assessment need to be incorporated in the teachers' assessment tools. Intertwined with this idea is that teachers need training not only in how to do systematic assessment but also in ways to use objectives in curriculum planning, since objectives form the basis of assessment. Approaches to teaching have tended to focus on what to teach and how to teach with assessment and evaluation external to the process.

Bussis, Anne and Edward Chittenden. "What the Reading Tests Neglect." *Information Update*, 4, 4 (June 1988): 4-6. New York: Literacy Assistance Center.

This excerpts reports the findings from a six-year investigation of young children learning to read and argues that reading tests neglect to take these findings into consideration--"tests downplay the importance of prior knowledge and discourage students from applying what they know to the material they encounter." The author discusses the reasons tests do this and the related implications for this mode of assessment.

***Classroom Assessment Training Program.* Richard J. Stiggins, Director, Center for Classroom Assessment. Portland, OR: Northwest Regional Educational Laboratory, February 1990.**

The training program consists of a series of modules covering the following topics:

1. A Status Report on Classroom Assessment
2. Understanding the Meaning and Importance of Quality Classroom Assessment
3. Measuring Thinking in the Classroom
4. Paper and Pencil Test Development
5. Developing Assessment Based on Observation and Judgment
6. Writing Assessment: Issues and Answers
7. Writing Assessment: Training in Analytical Scoring
8. Assessing Reading Proficiency
9. Developing Sound Grading Practices
10. Understanding Standardized Tests

Each module includes a trainer manual containing instructions, training activities, participants' handouts, articles, overheads, and training videos which are integrated with the training process. The overall philosophy is that classroom assessment is ongoing and uses multiple measures for assessing student progress.

Conducting Comprehensive Assessment Workshop. **Prepared for the State of Oregon, Business Resources Division, JTPA Administration. Washington, D.C.: The Center for Remediation Design, April 1992.**

The workshop and accompanying training materials focus on assessment as an ongoing process throughout the JTPA program. Through discussions, group activities, role playing, and individual exercises, trainers covered the following topics: myths and realities of employability assessment; conducting a needs assessment; basic skills assessment; assessment of work skills, barriers to employment, and occupational skills; using employability development plans; using information for improving program design; selecting tests; and developing criteria for quality assessment. Two case studies are presented to demonstrate the ongoing assessment process and the link between case management and assessment.

Cooper, Winfield and B. J. Brown. "Using Portfolios to Empower Student Writers." ***English Journal*** **Vol. 81, No. 2 (February 1992) pg 40-45.**

The authors discuss their experimentations with student-writing portfolios with junior-high and high-school students. The criteria for selecting work to include in the portfolios are external--set by the teachers describing the kinds of writing--and internal--students choose specific pieces to include. The "Table of Contents" or teachers' guidelines have important implications for their teaching. This table included the following items: (1) introduction in which students speak to their audience; (2) sample of timed writing; (3) different types of writing, one with evidence of process; (4) samples of writing to learn; (5) creative writing sample; (6) student selected best writing with rationale; and (7) two pieces selected by student and/or student. The article discusses each item category in the portfolio and its implications for instruction. Also, samples of student responses for each item are given.

Edelsky, Carole and Susan Harman. "One More Critique of Reading Tests--With Two Differences." ***English Education*****, October 1988: 157-171.**

In this article, the author states that tests can never assess reading or writing because of the faulty conception of reading and writing inherent in testing and offers suggestions for alternatives to testing. The criticisms concerning tests include: (1) reading tests require simulated reading rather than real reading; (2) tests send the wrong message to the public about what education is; (3) reading tests reflect skills of test writers; and (4) test scores do not reflect what they purport to be. Suggestions offered as alternatives to tests consist of a multi-tier assessment process to satisfy all audiences and use of classroom assessment alternatives such as writing portfolios, observations processes, and metacognitive interviews.

Fandel, Lucille. "Getting in Touch: Participants' Goals and Issue," in *Adventures in Assessment. Volume 1: Getting Started*, ed. Loren McGrail and Laura Purdom, 11-17. Boston: World Education, SABES, November 1991.

This article describes the use of two assessment tools aimed at surfacing the goals and issues of Hispanic adults enrolled in the first two (of four) levels of basic English literacy classes provided by Project HABLE. The first tool, "Mapping Your Neighborhood," enjoyed more success than the second, "Where Do I Want To Go?" (goal orientation in reading and writing), particularly with level 1 students. Strengths and limitations are discussed.

Fingeret, Arlene H. and Susan T.Danin. *"They Really Put a Hurtin' on My Brain": Learning in Literacy Volunteers of New York City, Executive Summary.* Durham, NC: Literacy South, January 1991.

This study was carried out to investigate the impact on students who participated in Literacy Volunteers of New York City programs. Three major areas were examined for change: (1) literacy skills; (2) self-concept, attitudes, and beliefs related to literacy development; and (3) involvement in literacy tasks outside the program. Information gathered was mostly qualitative, but analysis of standardized test scores--TABE or ABLE for students below third grade--and writing samples was performed. The report itself is divided into nine sections and it provides information about the study's design and methodology, as well as findings related to learners' goals, prior schooling experiences, instructional program, skill development inside the program, impact on learners' life outside the program, student leadership program, and quantitative data. The last section discusses conclusions and recommendations for the provision of services, organization of services, ongoing assessment, evaluation, and program development.

Freeman, Yvonne and David Freeman. "Portfolio Assessment: An Exciting View of What Bilingual Children Can Do." *BEOutreach*, January 1991: 6-7.

A short article which summarizes the reasons portfolios are an alternative to traditional assessment and appropriate for bilingual students. It discusses the "power" of portfolio assessment for bilingual students and the uses of portfolios in this country and in England.

Good, Martin and John Holmes. *How's It Going? An Alternative to Testing Students in Adult Literacy.* London: Adult Literacy and Basic Skills Unit, 1982.

This document had not arrived at the time of this writing. However, Janet Isserlis at the Literacy Center, International Institute of Rhode Island, Inc. recommended it and sent a few pages from the document. The document is nearly 100 pages and is divided into four parts: (1) foreword; (2) judging your literacy levels and recording progress; (3) the individual reading items on the reading chart; and (4) the individual items on the Writing Chart. The document presents grids and checklists for determining learners' strengths, weaknesses, and goals. Some items from the writing chart for recording learner's progress include: communication, voice, grammatical conventions, drafts, and editing. The items fall into four general areas: traits of good writing, processes of writing, modes of writing, and use of information sources. Each item is categorized as an attitude, skill, or knowledge. Performance on each item is evaluated as "beginning," "not bad," or "with ease."

Guidelines for Initial Assessment. **Seattle: Seattle Education Center, April 1992.**

The contents of this packet include an application form, interview questions, writing sample, oral reading inventory, and math inventory. For the writing sample, the procedure is outlined, but no scoring criteria are presented. Students select a reading sample from an assortment they feel comfortable with and read it aloud. As the student reads, observations about strategies used are recorded. Sample observations are given. Also, a simplified miscue recording procedure is provided. The math inventory is similar to the oral reading in that the student chooses problems they feel comfortable doing or are a little difficult. The guidelines are a good start but lack information about how to place students based on the information obtained. Perhaps a description of literacy skills needed for entering different levels would make the inventories more usable outside the program.

Hanania, Edith and May Shikhani. "Interrelationships Among Three Tests of Language Proficiency: Standardized ESL, Cloze, and Writing." ***TesoL Quarterly*****, 20, 1 (March 1986): 97-109.**

The purpose of this research was to study the interrelationships among three types of measures: a standardized ESL test (the American University of Beirut English Test), a cloze test, and a written composition test. The study was designed to determine if the addition of a cloze test component with the standardized ESL test would improve the predictability of students' communicative proficiency as reflected in their performance on a writing test. A previous study on the addition of a writing test component to the ESL test showed results which only marginally improved the prediction of students' English course grades and grade point averages.

Cloze was considered an alternative approach because it is integrative rather than a discrete point test. It draws on overall grammatical, semantic, and rhetorical knowledge of the language at once. A cloze test typically consists of a passage of 300 words from which 50 words have been deleted. The first sentence is usually left intact to help establish context. The student needs to understand key ideas and perceive interrelationships within a passage to reconstruct the textual message. Also, they need to supply the missing words rather than simply recognize the correct word as in a multiple-choice test. Scoring can be done objectively by the exact-word method or by the acceptable-word method. The cloze test has been demonstrated in many studies as an integrative test of overall proficiency in English as a Second Language.

The results of this study indicated that a combination of cloze test scores and standardized test scores significantly improved the prediction of communicative language proficiency, as measured by the composition test scores. The cloze component can serve as a valuable supplement in language proficiency testing.

Haney, Walter and George Madaus. "Searching for Alternatives to Standardized Tests: Whys, Whats, and Whithers." ***Phi Delta Kappan*****, May 1989: 683-687.**

This article summarizes past and foreseeable changes in educational testing. The authors estimate that the volume of testing in the schools has increased between 10% and 20% annually over the last 40 years. Complaints about standardized testing have also increased in volume and intensity, on the grounds of falsifying the status of learning, bias, simplism, and corruption of the teaching-learning process.

Alternatives have been available but have been discarded because they were time-consuming, unreliable, or unsatisfying to local schools (for example, not nationally norm-referenced). Developments in cognitive science and computer technology may offer additional alternatives. The authors propose maintaining a healthy skepticism toward any single technology of assessment and selecting different kinds and mixes of assessments for different purposes.

Isserlis, Janet. "Using Action Research for ESL Literacy Evaluation and Assessment." *TESL Talk*, 20, 1 (1990): 305-315.

A description of action research used to evaluate and assess ESL literacy is presented in this article. The ongoing action research process addresses ways in which to help learners see their progress in literacy; provide ongoing assessment and evaluative information of learner progress; and meet teachers' needs for information at intake and funders' needs for evaluation data. Action research is a teacher-initiated investigation of their teaching as a way to gain new understanding and to bring about change in their teaching. The process includes planning (what to investigate and ways to conduct the investigation); implementation of those activities/action; observation of changes and/or input of new information; and reflection on what was happening, what needs to be refined, what was learned, and qualitative changes in behavior.

This process was used to develop an evaluation grid to categorize qualitative information. The development of the learner evaluation grid is a way to describe learner progress in the ESL literacy program. The evaluation grid looks at learner's progress at six-month intervals in areas of oral fluency, aural comprehension, interactive behavior, cognitive skills, metacognitive awareness, literacy goals, employment goals, and health. In each cell, descriptive information is written for each learner. A sample evaluation grid with learner information is provided in the article.

Isserlis, Janet. "What You See: Ongoing Assessment in the ESL/Literacy Classroom," in *Adventures in Assessment. Volume 2: Ongoing*, ed. Loren McGrail and Laura Purdom, 41-48. Boston: World Education, SABES, November 1991.

This essay describes ongoing action research on how adult ESL literacy learners progress in and out of the classroom. On-going assessment is described as a process of observation, systematic documentation, reflection, and feedback aimed at assisting learners and facilitators. The author applauds the resurgence of attention to assessment because it brings to awareness the real links between assessment and learning. To illustrate the kinds of daily interactions and specific instances which demonstrate how learners learn, Isserlis offers five anecdotal accounts of adult ESL learners in her classes.

Jones, Stan. "Evaluation and Assessment for ESL literacy." *TESL TALK*, 20, 1 (1990): 294-304.

This paper discusses different assessment techniques and tests which enable learners to identify their strengths and to set goals. A summary of learner characteristics relevant to assessment is presented. These include: (1) adults learn best when learning is task or problem-centered; (2) adults learn best when instruction results from negotiation between

the teacher and learner; and (3) adults learn best when they feel responsible for devising their own evaluation. The ideal assessment, according to the author, would be one in which: initial placement helps learners to set reasonable goals and progress assessment helps learners to find out how successful they have been and serves as a "placement test" for setting further learning goals.

Different approaches to assessment include assessing learners' literacy in their native language; learners' self-assessments on samples in their native language; functional assessments such as the BEST and the HELP test (Henderson-Moriarty ESL/Literacy Placement Test); use of the APL test (Adult Performance Level) to establish curriculum goals; use of the Ontario Test of Adult Functional Literacy (OTAFL) to explore literacy informally with the learners--to discover if the learner is familiar with that use of literacy as reflected by each item; self-evaluations by learners of whether they could use the text or not--a procedure developed in the Adult Literacy and Basic Skills Unit (ALBSU). This self-assessment, which is referred to as Baselines, was meant to supplement a more skill-based self-assessment designed by Good and Holmes. Both of these assessments include assessment of writing, reading, and numeracy.

The profile procedures developed by the Royal Society of Arts in England are summarized. In these procedures the learner and teacher negotiate what skills out of a list of 59 in ESL programs or 150 in the Practical Skills program learners want to set as goals. For each goal, the criteria, consistency, and constraints that a learner must follow to accomplish the goal are given. Along these same lines, the adult literacy skill catalog developed by the Ottawa Board of Education is discussed. Many procedures provide for self-assessments and all are criterion-referenced procedures.

Kelly, Janet. "Read/Write/Now Adult Learning Center Assessment Adventures," in *Adventures in Assessment. Volume 1: Getting Started*, ed. Loren McGrail and Laura Purdom, 17-31. Boston: World Education, SABES, November 1991.

This chapter of the sourcebook describes samples of initial and early assessment tools and descriptions of how they have been used in this whole-language-based center for adult beginning readers and writers. Whole-language assessment is learner centered and bypasses standardized tests whenever possible.

Assessment portfolios are maintained for each student. Initial assessment tools include the initial screening and placement interview, the Slosson Oral Reading Test, and a teacher-made comprehension exercise. Early assessment includes a goals checklist, modified Burke Reading Interview, a self-assessment questionnaire for learners, teachers' reading and writing progress checklists, the Reading Miscue Inventory, and a learning contract. A complete inventory of Read/Writer/Now assessment tools is provided as an appendix.

LeBlanc, Raymond and Gisele Painchaud. "Self-Assessment as a Second Language Placement Instrument." *TESOL Quarterly*, 19, 4 (December 1985): 673-687.

This article describes a sequence of experiments leading to the use of self-assessment as a placement test at the Second Language Learning Center at the University of Ottawa. The research was conducted in three steps answering the questions: 1) Can students registering for second language courses assess their own proficiency in that language? 2) Does the

type of instrument used influence the quality of the assessment, and 3) Can self-assessment be used as a placement instrument?

In the first step, a questionnaire was developed in which students were asked to respond to statements such as "I understand short and simple written communications (posters, schedules, announcements)" by rating themselves on a scale ranging from 1 ("I cannot do this at all) to 5 ("I can do this all the time"). The results showed that students can assess their own knowledge of a second language to some extent.

In the second part of the research, two questions were addressed. The first asked whether questionnaire content closely tied to the students' situations as potential second language users could improve the results. The second question was whether variations in the formulation of statements for a given task could affect the results. The format used was a general statement followed by five more specific situations related to the statement. For example:

> If I found myself in conversation with a French speaking student, I would be able to understand
>
> 1. conventional greetings and farewells.
> 2. personal information given to me (name, address, phone number, etc.).
> 3. informal exchanges on subjects such as weather, health, current affairs, courses etc.
> 4. any compliments or invitations addressed to me.
> 5. expressions of personal opinions, personal preferences, etc. addressed to me.

The students were asked to assess their ability on a five-point scale.

Two forms were developed using different vocabularies to describe communications. The results indicated a highly affirmative answer to the first question. Correlations were significantly high between the self-assessments and the standardized proficiency tests used at the center for placement. On the other hand, the formulation of the questions had little effect on the students' ability to assess themselves.

The third step involved getting from language teachers representative descriptors for each of the six levels of courses offered at the Center. Components for each level were identified, producing a formal description for each level. Using the level descriptions, the questionnaire was developed by translating the language into words students could interpret. The final instrument consisted of blocks with five statements in each block (i.e., very similar to the format in step two). The results from this instrument placed students at least as well as the standardized tests previously used. Also, the number of students changing levels after their placement decreased.

The self-assessment offers several advantages--less time to complete, less threatening to students, and less time to score. It involves the students in the assessment process as they take the responsibility for their own placement

Lytle, Susan L. "From the Inside Out: Reinventing Assessment." *Focus on Basics*, 2, 1, (Fall 1988): 1-4.

Dependence on standardized tests in adult literacy programs derives partly from their relative ease of administration and their appearance of providing valid and reliable quantitative data for program evaluation. Few adult educators are satisfied with the quality of the information, and most are extremely dissatisfied with the effects of such testing on teaching and learning. Literacy practitioners, researchers, and theorists have been working together and separately to seek alternatives and reinvent assessment. This movement is based on learner-centered or participatory approaches that are congruent with recent cross-cultural and ethnographic research. To understand and assess the literacy practices of different adult learners, alternative assessment explores the particular types of reading and writing that adults themselves see as meaningful under different circumstances and that reflect their own needs and aspirations. Most important, these new approaches communicate respect for adults. Procedures for assessing learner progress often include scripted or ethnographic interviews, conducted by students with students or by administrators or teachers/tutors with students. Some programs use profiles or inventories; others integrate assessment with instruction. Support is needed to build networks to share questions and findings about alternatives to traditional methods of assessment.

Lytle, Susan L., Alsia Belzer, Katherine Schultz, and Marie Vannozzi. "Learner-Centered Literacy Assessment: An Evolving Process." In *Participatory Literacy Education*, ed. Arlene Fingeret and Paul Jurmo, 53-64. San Francisco: Jossey-Bass, Inc., 1989.

In this chapter the process of developing a set of learner-centered assessment procedures is described. The chapter describes the authors' assumptions about literacy and assessment, the context for the assessment project, phases in the development process, and implementation. Issues and directions in learner-centered assessment are discussed.

The design for assessment in the Adult Literacy Evaluation is presented and incorporates four dimensions of assessment procedures: (1) literacy practices: role of literacy/learning in everyday life; (2) reading, writing, and learning strategies and interests; (3) metacognitive perceptions of reading and writing, teaching, and learning; and (4) goals. For each dimension, purposes for learner and program, processes to use, and criteria for assessing change are outlined.

Masters, Geofferey N.. *New Views of Student Learning: Implications for Educational Measurement* Melbourne, Australia: Center for the Study of Higher Education, University of Melbourne, 1987.

This paper reviews the current research in cognitive psychology on the role of students' personal understandings and representations of subject matter in the learning process. It contrasts the learning that results in an individual's changed view of a phenomenon with the passive, additive kind of learning assessed in most achievement tests. To be consistent with the active view of learning, educational tests need to focus on key concepts and the different levels of understanding students have of those concepts. Scoring answers as right and wrong answers are inappropriate. Responses are used to infer levels of understanding. Educational tests should be built around key concepts and construct a set of ordered levels of understanding for each concept. Learning then is a "shift" in a student's understanding of a concept. Research in this area is explored. One promising approach is computer-administered tasks which matches students' responses to libraries of common responses

and which traces misunderstandings through hints and subquestions. A psychometric method is required to construct measures of achievement from inferences of this kind.

McCulloch, Sue. "Initial Assessment of Reading Skills." *Adult Literacy and Basic Skills Unit Newsletter.* London: Adult Literacy and Basic Skills Unit, n.d.

The author attended a training day in Liverpool on initial assessment and developed a form for initial assessment of reading. In this article, materials used for initial assessment, the reasons behind the approach, and information on how to administer the assessment are described. The materials used included: a set of instructions, an informal postcard, a straightforward form, a continuous passage of fiction, and a non-fiction passage. The levels of difficulty and internal/external factors which will affect a reader's performance are outlined. The adult learner reads all the materials. Introductions of each reading piece and related questions are presented. Illustrations of each piece of reading are also given.

McGrail, Loren (Ed.) *Adventures in Assessment. Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy. Volume 2, Ongoing.* Boston: SABES, the System for Adult Basic Education Support, 1992.

This is the second volume of learner-centered approaches to assessment and evaluation in adult literacy. This issue focuses on tools and procedures to assess learners' progress over time (i.e., ongoing assessment). Ongoing assessment is seen as part of the learning process by enabling learners to track their progress and allowing teachers to improve/modify their instruction to better meet learners' needs. Ongoing assessments presented in this guide look at progress in various areas such as: reading, writing, oral language use, uses of literacy inside and outside the classroom, affective changes, metacognitive strategies, and mathematics.

In this issue, seven authors share their ideas, tools, and experiments with ongoing assessment in ABE and ESL programs. Different types of portfolios are presented--writing, progress, and presentation. One author, Janet Isserlis, focuses on action research and ongoing observation, reflection, and feedback to assist learners and teachers. Another article describes the "three-part/three-tool" assessment process used in level 1 ESL classes. This process includes an initial goal-setting exercise, weekly self-assessments, and a progress record. Another author, Paul Trunnel, uses self-assessments in his classes and describes how the skills evaluation sheet and learning log are used. Actual tools are embedded in the different articles or included in the appendices.

McGrail, Loren and Laura Puroom (Eds.) *Adventures in Assessment. Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy. Volume 1, Getting Started.* Boston: SABES, the System for Adult Basic Education Support, 1991.

This guidebook is the first of three volumes which explores learner-centered approaches to assessment and evaluation. This volume presents tools or activities which can be used at start-up or intake. The tools presented are alternative assessments in that they are not standardized tests. In a learner-centered approach to education, alternative assessments should reflect on what the learner wants to learn. Also, alternative assessment is viewed as

part of an on-going process integrated with instruction and should build upon the learner's strengths.

The activities presented include informal interviews, reading samples, writing samples and goal-setting activities. Actual instruments provided include: Screening and Placement Interview; quick assessment exercise for reading comprehension; sample questions to use for reading assessments based on stories from "Voices"; Slosson Oral Reading Test; writing sample; several different types of goals lists; Burke Reading Interview (modified); Looking at Your Reading Behavior questionnaire; reading progress checklist; writing progress checklist; miscue analysis form; sample learning contract; and a sample GED priority math checklist.

Several articles about how different tools were developed and used in programs accompany the different samples. They are informative. Some articles provide guidelines for planning the assessment process, information about experiences learned from using certain tools, and ways to integrate the information into instruction.

Metz, Elizabeth. "Issues in Adult Literacy Assessment." *Journal of Reading*, 33, 6 (March 1990): 468-469.

This article notes that while a number of viewpoints about adult literacy assessment exist, no one perspective dominates the field. It argues that both standardized tests and competency-based assessment poorly serve the adult learner and that assessment of the adult learner can be conducted on an informal, nonthreatening basis.

Mikulecky, Larry. "A Model for Evaluating the Impacts of Workplace Literacy Programs: Technical Report of Phase I." *National Center on Adult Literacy. Final Report Year 1 (FY 1991). Vol. III: Annex B.* Philadelphia: National Center on Adult Literacy, 1991.

This report describes results from the first phase of a research study on developing an evaluation model for assessing the impact of workplace literacy programs. What is of interest in this report was the use of Susan Lytle's literacy model "Beliefs, Practices, Processes, Plans" to structure the assessment of learner change. According to Lytle, it is necessary to assess learners' beliefs about what literate people are like, how they behave, and the learners' perception about their own literacy--changes in these areas might be necessary before other literacy growth can occur. Learners' practices include the literacy activities learners use in their daily lives. Processes are the ways learners process information and strategies used to monitor their comprehension. Think-alouds are used to identify learners' interactions with materials. Finally plans are the goals of the adult learners and the methods they employ to learn.

Instruments in this study consisted of the TABE to screen learners for placement and for diagnostic purposes; oral interviews and a questionnaire organized according to Lytle's framework; cloze test to assess reading comprehension; and other measures to assess changes in family literacy and employer objectives.

Nash, Andy. "Our Class: A weekly literacy ritual," in *Talking Shop: A Curriculum Sourcebook for Participatory Adult Education.* Boston: World Education, SABES, n.d.

This is a brief description of a weekly class ritual adopted by the author from ABE teacher Helen Jones. This ritual is a class summary that mentions every student in some way; it recounts not only what happened in class, but also what is happening in students' lives. The summary is used as a reading activity, for student recognition, to promote a sense of community, and to discuss various aspects of writing. Two samples are included.

Navarrete, Cecilia, Judith Wilde, Chris Nelson, Robert Martinez, and Gary Hargett. *Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs. Program Information Guide Series.* Washington D.C.: National Clearinghouse for Bilingual Education, Summer 1990.

This paper explores different types of unstructured and structured informal assessments as alternatives to standardized testing. "Informal" used in this paper refers to techniques which can easily be incorporated into classroom routines and learning activities. Types of unstructured assessment techniques include writing samples, homework, logs or journals, games, debates, brainstorming and story retelling, anecdotal and naturalistic. Structured informal techniques consist of checklists, cloze tests, criterion-referenced tests, rating scales questionnaires, miscue analysis, and structured interviews.

The critical issues to address in scoring are examined, and various scoring procedures such as holistic, primary trait, analytic, holistic survey, general impression markings, error patterns, and grades are reviewed.

Student portfolios as a method to combine both informal and formal measures are discussed at length. Issues to address in portfolio assessment include: portfolios must have a clear purpose; portfolios must interact with the curriculum; and portfolios must be assessed reliably.

O'Malley, Michael J.. "Using Portfolio and Alternative Assessment with LEP Students." *FORUM,* XV, 1 (November 1991): 1-2. Washington, D.C.: National Clearinghouse for Bilingual Education.

This short article highlights the advantages of using portfolios and alternative assessments to diagnose student needs and to monitor student progress. A multiple-measure approach is recommended for getting a more complete picture of students' abilities. Types of alternative assessments mentioned were checklists, cloze tests, writing samples, and student self-ratings. Portfolio assessment is viewed as a systematic approach for focusing information from both alternative and standardized assessments. General procedures for setting up a portfolio system are given. Both methods are seen as useful in assessing students' abilities to integrate language and content. Scoring procedures to produce reliable results are reviewed.

Santopietro, Kathleen and Joy Kreeft Peyton. "Assessing the Literacy Needs of Adult Learners of ESL." ***ERIC Digest,*** **October 1991. Washington, D.C.: National Clearinghouse on Literacy Education.**

This short article summarizes a needs assessment, importance of a needs assessment, and possible assessment tools, such as survey questionnaires written in English or a native language or in a picture format, learner-compiled inventories, interviews, review of reading materials, class discussions, and dialog journals. The needs assessment in one adult literacy program--Adult Literacy Evaluation Project (ALEP)--is discussed.

Saville-Troike, Muriel. "Teaching and Testing for Academic Achievement: The Role of Language Development." ***FOCUS Occasional Papers in Bilingual Education,*** **No. 4 (April 1991), Washington, D.C.: National Clearinghouse for Bilingual Education.**

The purpose of this paper is to discuss the changes in theoretical frameworks for ESL instruction and to explore the implications for assessment of these new developments. The paper discusses language development as comprehensive cognitive processes, the extent positive transfer takes place across languages, interactional competence, development of strategies in the native language, first language development and academic achievement, developing the second language, academic achievement, and language assessment.

Schell, Leo M. "Dilemmas in Assessing Reading Comprehension." ***The Reading Teacher,*** **October 1988: 12-16.**

Traditional procedures for diagnosing reading comprehension are contrasted with the interactive model of reading in this article. Traditionally a "medical" model for diagnosing reading comprehension has been used. This approach focuses on identifying the component such as readiness, word pronunciation, comprehension, and attitude which is contributing to the problem. Once identified, specific remedial instruction is provided. On the other hand, the interactive model emphasizes aspects such as reader's oral language, prior knowledge of the topic, and ability to reason. It focuses more on the causes than on the symptoms. Factors which influence reading comprehension are external (e.g., size of print, text topic, and text format) and internal (e.g., prior knowledge, interest in topic, and reasoning ability). The interactive model minimizes or ignores such aspects as levels of comprehension--literal, inferential, and critical--and comprehension skills--main ideas, drawing conclusions, sequencing, etc. Suggestions of what to do include: (1) evaluate comprehension only with material whose language approximate those of the reader's; (2) diagnose comprehension over a period of time under a variety of conditions; and (3) evaluate comprehension only in material in which the reader can pronounce words with at least 95 percent accuracy.

Seattle Education Center Learner-Centered Assessment Process. **Seattle: Seattle Education Center, 1991.**

This brief set of materials consists of an outline of the learner-centered assessment process, including the interview form for intake, plus guidelines for developing portfolio assessment in adult education, and a description of the Seattle Education Center.

Shively, Amy Hall. *Measurement of Student Interaction Group Skills;; A Multi-faceted Generalizability Study. A Thesis.* New Haven: University of Connecticut, 1991.

The purpose of this thesis is to investigate the underlying dimensions of the Group Performance Rating Scale developed by Davey and Shively and to determine the number of raters needed to assess reliably these underlying dimensions. The Group Performance Rating Form includes 23 behaviors which are grouped into the following six broad dimensions: group participation, staying on topic, offering useful ideas, consideration, involving others, and communication. Students are rated on behaviors under each dimension. The performance tasks for each group included designing a study to compare supermarket prices and discussing the national debt--over one trillion dollars--to better understand that number.

The thesis discusses the use of a generalizability theory, reasons for observing students in groups, research goals and questions, and the model. The last section reports the findings and conclusions.

Spandel, Vicki and Richard Stiggins. *Creating Writers: Linking Assessment and Writing Instruction.* Reading, MA: Addison-Wesley/Longman, 1990.

This is a comprehensive book dealing with writing assessment and how to link assessment with instruction. It is organized into eight chapters covering the following topics: (1) linking writing assessment and instruction; (2) practice scoring; (3) holistic and analytical assessment; (4) assessment and the writing process; (5) grading; (6) the teacher as writer; (7) development of criteria; and (8) teachers working with teachers.

Spandel, Vicki. *Integrating Writing Assessment and Instruction in the Classroom: Five-Day Training Institute for Teachers.* Portland, OR: Northwest Regional Educational Laboratory, 1991.

This comprehensive training manual is divided into two general training areas: analytical scoring and integrating analytical writing in classroom instruction. The first area is covered in three days. Handouts, overheads, numerous student papers, and videos are used to train participants in the six-trait scoring model. Sample papers are used to illustrate their strengths and weaknesses across the six traits: ideas, organization, voice, word choice, sentence fluency, and conventions. Traits are scored on a five-point rating scale. Training materials for the different writing modes--narrative, expository, and persuasive--are included.

The second training area--integrating analytical writing in classroom instruction--reviews the writing process and shows how to combine the writing process and analytical writing traits. Sample learning activities for each trait are presented. Also included are materials from the Classroom Assessment Training program, "Measuring Thinking in the Classroom," by Richard J. Stiggins, Director of the Center for Classroom Assessment.

"Special Issue on Alternative Assessment." *Information Update,* 6, 1 (September 1989). New York: Literacy Assistance Center, Inc.

Four articles appear in this special issue devoted to alternative assessments. The articles include: "Rethinking Assessment: Issues to Consider" (Marcie Wolfe); "Standardized Tests:

Issues and Concerns"--mostly about the TABE--(Karen Griswold); "Alternative Assessment Strategies: Some Suggestions for Teachers" (Sara Hill); and "Additional Sources of Information on Assessment-Related Issues."

"A Special Theme Issue: The State of Assessment in Reading." ***The Reading Teacher*****, 40, 8 (April 1987).**

The guest editor of this collection of articles on reading assessment is James R. Squire who introduces the theme. Twelve articles make up this collection and include the following: "Reading Assessment: Time for Change" (Sheila Valencia and P. Davis Pearson); "Process Oriented Measures of Comprehension" (Merlin C. Wittrock); "The School as a Context for Assessment of Literacy" (Robert C. Calfee); "Teachers as Evaluation Experts" (Peter Johnston); "New Directions in Statewide Reading Assessment" (Karen K. Wixon et al.); "Reading Children's Writing" (Leo Ruth); "Becoming a Mature Reader" (John Dixon); "Testing in the Kindergarten" (Dolores Durkin); "Assessing Young Children's Literacy Development" (William Teale et al.); "Intervention Assessment of Reading Comprehension" (Jeanne Paratore and Roselmina Indrisano); "What Clinical Diagnosis Tells Us About Children's Reading" (Jeanne S. Chall and Mary E. Curtis); and "Latest Model" (Anthony D. Fredericks).

Stiggins, Richard J. and Nancy Bridgeford. "The Ecology of Classroom Assessment." ***Journal of Educational Measurement,*** **22, 4, (Winter 1985): 271-286.**

This article presents results of a study concerning the nature and quality of teacher-developed assessment. Teachers from four grade levels in eight diverse school districts were surveyed about their assessment of student speaking, writing, science, and math skills. Teachers described their patterns of test use, concerns about assessment, and use of performance assessment by completing an extensive questionnaire.

Summarized across all grade levels and subject areas, responses indicated that teachers use their own objective (paper and pencil) tests more frequently than other assessments for all purposes. By far the most common concern expressed by teachers about their tests was a desire to improve them, followed by concern about the amount of time required to develop and administer such tests. Three-quarters of the teachers also reported using performance assessment, both structured and spontaneous, but, by and large, they tend to rely heavily on mental recordkeeping to store and retrieve information on student performance.

Finally, the authors suggest an action plan that includes greater sensitivity to teachers' needs on the part of the measurement community, more qualitative research on classroom assessment practices, collaboration among teachers, and inservice training designed to meet teachers' needs.

Stiggins, Richard J. "Design and Development of Performance Assessments." ***Educational Measurement Issues and Practice*****, 6, 3 (Fall 1987): 33-42.**

This is an instructional module and presents the steps for designing quality performance assessment. Performance assessment is defined as achievement measured by observation and professional judgment. Performance assessments ask examinees to demonstrate skills and knowledge they have mastered. They are valuable tools for measuring communication

skills such as writing, reading, speaking, and listening. They can take place during the normal classroom activities or be specific structured exercises.

The steps outlined include:

1. Clarify reason(s) for assessment. Assessment should not be conducted unless the evaluator knows how the results will be used. During this process, it is necessary to specify the decisions to be made on the basis of assessment results, the decisionmakers, students to be assessed, and use to be made of results.

2. Clarify performance to be evaluated. Evaluators need to specify the general content area, the type of performance to be observed, and the specific dimensions of performance to be evaluated. Each dimension of performance is to be specified in two parts: a definition of what is meant by each particular criterion and a performance continuum which specifies the range of possible ratings from high to low for each criterion unobservable terms.

3. Design exercises. A decision needs to be made on how to elicit or sample performance to observe and evaluate. The form of the exercises, the obtrusiveness, and number of exercises to be used need to be specified.

4. Design performance rating plan. This includes planning how performance will be scored, who will rate the performance, and how results will be recorded.

To ensure high quality, assessment developers and users need to be clear on the purpose of the assessment, communicate to students the performance criteria prior to the assessment, maximize the validity of the assessment, maximize the reliability of assessment, and attend to the economy of assessment.

Stiggins, Richard J., Evelyn Rubel, and Edys Quellmalz. *Measuring Thinking Skills in the Classroom, Teacher's Handbook*, (Northwest Regional Educational Laboratory, 1991). West Haven, CT: National Educational Association Professional Library, 1988.

This handbook is addressed to teachers as they teach and learn to evaluate critical thinking skills. It contains three chapters plus references and appendixes. The first chapter on measuring thinking skills contains a discussion about the benefits of assessment, a framework for planning assessment, definitions of thinking skills, forms of classroom assessment, and an assessment planning chart.

Chapter 2 is focused on learning to plan the assessment in four steps with a progress check. The third chapter offers practical advice on making assessment work in the classroom, including development of questions for daily use and managing the assessment process. Teachers are urged to continue practicing until their skills at planning assessment and writing sound test items are second nature.

Thomas, Ruth G. *The Tailored Response Test: An Approach to Assessing Higher Order Thinking Related to Work Roles and Contexts.* St. Paul: Minnesota Research and Development Center for Vocational Education, November 1988.

The research reported in this monograph investigated the tailored response test (TRT) as a potential approach to assessing learning of perceptual and thinking processes, including complex judgment processes, related to work roles. It is included in this bibliography because it is an innovative approach, holding promise for its application to adult basic education. The roots of the TRT come from the cloze test which originated to assess reading comprehension and the cloze-edit procedure.

The TRT presents simulations or records of real-life situations via video tape, audio tape, or printed material. It assesses how the respondent views the situation by asking the respondent to edit a printed passage that discusses or refers to the presented situation. Respondents are to edit or correct a paragraph, form, graph, or table in light of their judgments about the situation. They edit by crossing out words, phrases, symbols, or sentences. The edited version represents the respondent's judgment about the correctness of actions taken in a given situation, possible future actions, and attitudes displayed by people in the simulation. Because no response choices are given, the TRT generates responses that are more a function of thinking processes than a function of "testwiseness." Scoring can be done by hand with a template or by using a microcomputer.

The TRT was developed and pilot tested in the area of supporting children's social development. The test was administered to learners enrolled in a child development course, child care program, or early childhood program--learners preparing for work with young children. The technical data looks promising for classroom use and for potential development as a standardized test. Further research is needed to investigate reading levels of the paragraphs in relation to score levels of different types of students. Also, stability reliability should be established and more validity studies are needed.

Valencia, Sheila W. "Alternative Assessment: Separating the Wheat from the Chaff." *The Reading Teacher,* 44, 1 (September 1990): 60-61.

This article summarizes the reasons people are turning toward alternative assessments and the criteria for good assessment. The reasons cited for alternative assessment are twofold: (1) alignment of instruction and assessment and (2) communication to all audiences--students, parents, administrators, and funding agencies--about real literacy achievement. Authenticity and trustworthiness are the two criteria for good assessments. Authentic assessments are measures which assess what we have defined and value as reading; trustworthy assessments should clearly establish procedures for data collection and for evaluating the quality of that information.

Wiggins, Grant. "Teaching to the (Authentic) Test." *Educational Leadership,* April 1989: 41-47.

This article urges teachers and administrators to undertake a drastic revision in the testing policies and procedures now embedded in public education and to move from standardized (norm-referenced) to standard-setting (criterion-referenced) performance assessment for both classroom and diploma requirements. The author asserts that current testing practice serves everyone involved badly, especially students and teachers.

Examples of student mastery projects and classroom performance tests from U.S. high schools are provided, as well as examples of the characteristics of authentic tests, those which have students demonstrate the capacities and habits thought to be essential--the challenges at the heart of each academic discipline. Various districts and states are noted for their use of performance assessments. A very helpful list of references and readings is included.

Wiggins, Grant. "A True Test: Toward More Authentic and Equitable Assessment." ***Phi Delta Kappan*****, May 1989: 703-713.**

Citing educational assessment as a persistent problem, the author advocates a radical position: that true tests of intellectual ability require the performance of exemplary tasks, like those required by athletics and the arts, and that simplistic monitoring is both inadequate and inequitable. Deciding what we want students to be good at should come first, followed by what evidence we need to gauge different levels of student mastery. Authentic tests recognize that single performances are inadequate for developing habits of mind and that real knowledge enables future learning. Examples of various authentic tests are offered, along with their scoring schemes. Different plans to achieve reliability among scorers and to moderate discrepancies in results between grades or schools are described.

To distinguish authentic tests from other tests, Wiggins proposes a set of criteria which include: a public structure and judgment, intellectual design features, known standards of grading and scoring, and provision for fairness and equity. There are extensive references.

Wrigley, Helde Spruck. ***Alternative Approaches to Documenting Progress in Language Learning and Literacy Development.*** **Paper submitted to the Workshop on Alternative Approaches to Evaluating English Family Literacy Programs, January 1991.**

An outline for evaluating the effectiveness of literacy programs is presented in this paper. It is divided into two parts with an introduction. The introduction proposes that alternative assessment be used primarily for providing information to learners and teachers on learners' progress and for improving instruction.

Part I deals with the assessment of change in learner literacy practices outside the classroom. Different evaluation tasks are suggested for identifying prior literacy experiences, developing intake measures to assess literacy experiences and measures of changes in literacy behaviors, reducing barriers, promoting participation, enhancing social action, and quantifying program successes. Included in this part is a list of outcomes that can be linked to literacy education.

Part II discusses assessment of instructional success. It offers evaluation tasks for documenting progress in changing student perceptions of reading and writing, getting meaning from print, moving along the literacy continuum, increasing knowledge and confidence, and identifying problem areas. Also, setting program priorities is addressed.

Appended notes include examples of both global and print-based reading and writing strategies and questions to use for guiding writing.

Published Reviews of Tests

Alderson, Charles J., Karl J. Krahnke, and Charles W. Stansfield. (Eds.) *Reviews of English Language Proficiency Tests.* Washington, D.C.: Teachers of English to Speakers of Other Languages, 1987.

This document reviews 46 tests of English as a Second Language and English as a Foreign Language which are in current use in the United States, Canada, United Kingdom, and Australia. Overviews of ESL proficiency testing in North America and ESL/EFL testing in Great Britain are included.

For each test a synopsis and review is given. Descriptive and evaluative information is provided and includes the title, test acronym or common name, date of publication, intended population, scoring, intended purpose of the test, administration, length of the test, cost, author, and publisher. All tests selected for review were commercially available and in relatively wide use.

Jackson, Gregg B. *Measures for Adult Literacy Programs.* Washington, D.C.: The ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1990.

This book reviews 63 instruments that are designed to assess student outcomes important in adult literacy programs. The instruments reviewed include paper and pencil tests, structured interviews, and self-report forms. The instruments have been divided into four categories: basic skills (i.e., reading, writing, and mathematics), oral English proficiency of ESL students, affective outcomes, and critical thinking. The search for instruments seems very extensive. It focuses on commercially available instruments and those developed by community based literacy programs. Only commercially available instruments and instruments which have been mentioned in connection to adult literacy programs are included in this guide, although inclusion does not mean it is appropriate for adults.

The reviews have been clearly written with technical terminology minimized. Each review covers information on the author and date, purpose of the instrument, description, administration, alternate forms, reliability, validity, scoring and interpretation, comments, availability, price, and source. The comment section often provides information if the test's content is adult relevant--very helpful in selecting appropriate measures for adults. A table is presented summarizing each instrument for quick reference.

***A List of Assessments, Inventories, and Tests for Adult/Literacy Education Providers in Virginia.* Richmond: Virginia Adult Education and Literacy Resource Center, June 1991.**

In this 20-page listing of assessment instruments for adults, instruments are categorized into the following areas: basic skills and individual achievement; general educational development/high school; guidance and counseling/career/vocational; language; mathematics; neuropsychological assessment/motor impairment/learning disability; reading inventory/tests; science; and social studies. Very little information is provided on each instrument--publisher and a brief description.

Saville-Troike, Muriel. "Teaching and Testing for Academic Achievement: The Role of Language Development." *FOCUS Occasional Papers in Bilingual Education*, No. 4 (Spring 1991), Number 4. Washington, D.C.: National Clearinghouse for Bilingual Education.

The purpose of this paper discusses the changes in theoretical frameworks for ESL instruction and to explore the implications for assessment of these new developments. The paper discusses language development as comprehensive cognitive processes; the extent positive transfer takes place across languages; interactional competence; development of strategies in the native language; first language development and academic achievement; developing the second language; academic achievement; and language assessment.

Section 2

NWREL Test Center Resources

Portfolio
Annotated Bibliography

Northwest Regional Educational Laboratory

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Portfolio Resources

November 1991

Introduction

Few topics in education have generated the intensity of interest as portfolios. In an effort to assist the many educators that are experimenting with this concept, the Test Center at Northwest Regional Educational Laboratory (NWREL) is valiantly attempting to keep up with the avalanche of articles and papers being produced on this topic.

The following annotated bibliography represents articles collected and reviewed by Test Center staff to date. They were obtained from a number of sources including consortium efforts by the Northwest Evaluation Association (Allan Olson, 503-624-1951) and the Alaska Department of Education (Bob Silverman, 907-465-2865).

For those familiar with previous versions of the bibliography, this version has been reorganized and updated. There are now two sections to the bibliography. The first section now covers all articles obtained and reviewed between December 1989 and July 1991. Outdated versions of articles have been deleted. Articles are now in alphabetical order by primary author, and sources have been updated. The second section represents articles obtained and reviewed after July 1991. These are also in alphabetical order by primary author. The articles are sorted in this manner so that previous users will know which ones are new additions. In an attempt to keep confusion to a minimum, it is our intention to update the second section (containing new articles) two or three times a year, and then add all of the new ones to the main bibliography once a year.

The articles in this bibliography are diverse. For example, both student and professional staff portfolios, and both theoretical articles about portfolios and actual samples of portfolio systems are included; also included are articles that cover all grade levels, and many subject areas. In order to make articles easier for users to find, a set of descriptors was developed, each paper was analyzed using this set of descriptors, and an index using the descriptors is provided. For example, all articles describing mathematics portfolios are listed under the category "Subject Area" and the descriptor "Math." A complete listing of all descriptors used (with a brief definition of the descriptor) prefaces the index. Warning: Only articles in the first section of the bibliography are indexed in this manner. New articles will be indexed when they are added to the main bibliography at the end of each year.

In the States of Alaska, Idaho, Montana, Oregon and Washington these articles can be obtained on three-week loan from the Test Center. The shelf number for each item is listed at the end of the article; for example, TC#470.3ABCDEF. Please contact Judy Arter or Ann Davis, 503-275-9500. Unfortunately, our funding level cannot support circulation outside the five states listed above. Therefore, we request that users in other states contact the author of the article directly for additional information.

Part 1: Complete listing of articles catalogued between December 1989 and July 1991.

Anson, Chris, Robert Brown and Lillian Bridwell-Bowles. *Portfolio Assessment Across The Curriculum: Early Conflicts.* Located in: NOTES, 8, November 1988, National Testing Network in Writing, Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 E. 80th St., New York, NY 10021.

This article describes attempts at the University of Minnesota to implement plans that require students to submit a cross-disciplinary portfolio of writing for entrance, and then to add to this portfolio during the college years.

(TC#470.6NOTERT)

Arter, Judith A. and Pearl Paulson. *Composite Portfolio Work Group Summaries*, 1991. Available from: Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, OR 97204, 503-275-9562. Also available from: Northwest Evaluation Association, 5 Centerpointe Dr., Suite 100, Lake Oswego, OR 97035, 503-624-1951.

These two documents summarize the discussions of a work group at two different NWEA portfolio retreats on the subject of composite portfolios. The work group defines a composite portfolio as "a purposeful collection of student work that tells the story of a group's efforts, progress, or achievement. This collection must include: criteria for selection; criteria for judging merit; and evidence of self-reflection." The documents describe the various forms that these composites could take, and some issues that might arise when developing composites.

(TC#150.6COMPOW)

Arter, Judith A. and Annie Calkins. *Pilot Composite Health Portfolio, Grades K-12*, 1991. Available from: Northwest Regional Educational Laboratory, 101 SW Main, Suite 500, Portland, OR 97204, 503-275-9562. Also available from: Juneau School District, 10014 Crazy Horse Dr., Juneau, AK 99801, 907-586-2303.

Juneau School District is experimenting with the use of a composite portfolio as a program evaluation tool--to document what is taught and what is learned. This paper is a summary of the project to date--the purpose for the composite portfolio, how the project got started, the content of the portfolio, suggestions for a presentation to the Board of Education, and evaluation issues to be aware of.

(TC# 940.6PILCOH)

Arter, Judith A., and Vicki Spandel. *Using Portfolios of Student Work in Instruction and Assessment*, 1991. Available from: Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland OR 97204, 503-275-9562.

This article is based on a review of all the papers in this bibliography. The authors review the rationale for using portfolios, presents a definition for portfolios, discusses purposes for portfolios and how this can affect their content, summarizes portfolio systems for various purposes,

provides examples of questions that can be used to stimulate student self-reflection, discusses composite portfolios, reviews development considerations, and discusses issues related to the use of portfolios as assessment tools.

(TC#150.6USIPOI)

Auty, Bill. *Full-Day Kindergarten First Year Results*, Spring 1990. Available from: Corvallis School District, 1555 S.W. 35th St., Corvallis, Oregon 97333, 503-757-5855.

This paper reports the results of a study of a full-day kindergarten program for at-risk students. One part of this report contains representative samples of student writing from the beginning and end of the school year. Thus, the numerical information in the report is illustrated by actual student work, so this could be considered an example of a "composite" portfolio.

(TC#070.6FULDAK)

Bird, Tom. *Notes On An Exploration Of Portfolio Procedures For Evaluating High School Biology Teachers*, 1989. Available from: Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

This article describes the work on portfolios done in the biology component of the Teacher Assessment Project through March, 1989. The preliminary content outlined for the portfolio includes seven "entries": a self-description of previous teaching background and current teaching environment; a unit plan; a log of student evaluation procedures; a description of a lesson in which a textbook is substantially supplemented or replaced with other materials; a videotape of a laboratory lesson; a log of professional interactions; and a log of community interactions. Candidates are given some choice as to which of these to include.

The article describes these "entries" in some detail, and adds information about considerations in developing them.

(TC#130.4NOTONA)

Bird, Tom. *The Schoolteacher's Portfolio: An Essay on Possibilities*, 1988. Available from: Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

Similar to the previous entry, this paper explores issues and considerations surrounding teacher portfolios: problems associated with borrowing the notion of "portfolio" from other fields, purposes that a teacher's portfolio might serve, local arrangements in which portfolios might be constructed, and how portfolios might be fitted to the work of teaching.

(TC#130.6SCHTPO)

Brewer, Ross. *Vermont Mathematics Portfolios*, 1990. Available from: Vermont State Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document describes the mathematics portfolio pilot currently being conducted by the state of Vermont in grades 4 and 8. Students were to assemble portfolios with a wide variety of samples. (The document provides some assistance with the types of entries to include.) Then, students and teachers select five "best pieces" that represent their best efforts in math. Criteria for

evaluating "best pieces" entries include three general areas: Task Performance (understands the problem, chooses strategies, carries out procedures, and verifies results); Communication (expresses thinking, expresses self-reflection, uses appropriate mathematical language/notation); and Mathematical Empowerment (motivation, curiosity, perserverance, risk taking, flexibility and self confidence).

A sample of portfolios are examined for evidence of student growth, emphasis on concept development, development of group problem solving skills, integration of mathematics into other curriculum areas, application of math to real-world experiences, and making math connections.

See Vermont's Assessment Program (TC#000.6VERASP) for a related document that provides additional information that the Vermont State Department of Education sends out in response to inquiries (newspaper clippings, rationale statement, questions/answers).

(TC#500.3VERMAP)

Brewer, Ross. *Vermont's Assessment Program*, 1991. Available from: Director of Planning and Policy, Vermont Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document contains information that Vermont sends out when answering inquiries about its portfolio project, that are in addition to the description of the portfolio system itself (see 470.3VERWRA2 and 500.3VERMAP). Included are an overview, several newspaper articles, a rationale statement, and questions/answers.

(TC#000.6VERASP)

Brewer, Ross. *Vermont Writing Assessment: The Pilot Year*, Fall 1990. Available from: Vermont State Department of Education, 120 State Street, Montpelier, Vermont 05602, 802-828-3135.

The Vermont pilot will include grade 4 and 8 students. Each student is to:

1. Keep a writing portfolio. Suggested minimum content of the writing portfolio include: a table of contents; a dated "best piece"; a dated letter explaining the choice of the best piece and the process of its composition; a dated poem, short story, play or a personal narrative; a dated personal response to a cultural, media or sports exhibit or event, or to a book, current issue, math problem or scientific phenomenon; dated prose from a subject area other than "language arts." A sample of portfolios will be reviewed by a visiting review team using a fixed set of criteria. These criteria are included in the document.

2. Select a "best piece and write a letter about that piece." The piece can come from any class. A teacher can help a student select this piece. The best piece will be assessed using a set of four provided criteria.

3. Write to a uniform writing prompt.

An extensive bibliography on writing instruction is included. See *Vermont's Assessment Program* (TC#000.6VERASP) for additional information sent by the Vermont Department of Education in response to inquiries (newspaper clippings, rationale statement, questions/answers).

(TC#470.3VERWRA2)

Buell, Nancy. *An Overview of Six Portfolio Assessment Projects in the State of Alaska (or "At First They Thought It Was An Animal They Were Going To Feed")*, 1991. Available from: The Alaska State Department of Education, P. O. Box F, Juneau, AK 99811-0500, 907-465-2806.

The state of Alaska has encouraged innovative assessment projects in its districts for a number of years. Over the past three years it has assisted a number of school districts whose interests were in the areas of portfolios. The state has convened conferences and sharing sessions, given out grants for projects, and offered moral support through recognition letters and presentations at conferences. This report was commissioned by the state of Alaska to report on the work of six districts that received portfolio development grant money from the state.

The projects discussed are Juneau Borough School District's Grade 1 Integrated Language Arts Portfolio System (TC#400.3JUNINL2), Southwest Region School District's Competency-Based Portfolio System (TC#010.3SOURES), Fairbanks North Star Borough School District's Integrated Language Arts Portfolio for grades 1-2 (TC#070.3INTLAA) and Writing Portfolio for grades 9 and 11 (TC#470.3LHSWRP), Lower Yukon School District's Grade K Portfolio (TC#070.3PRIPEA), Aleutians East borough School District's grade K-7 Writing Portfolio and Anchorage School District's Writing Portfolio.

The author interviewed the project coordinators and at least one teacher from each site. Complete transcripts of the interviews are included. The author notes the following:

1. The major reason cited by all the districts for developing portfolios for assessment and instruction is that standardized, norm-referenced tests do not measure the important aspects of student performance in the areas of writing, reading, spelling, speaking and listening.

2. Other reasons included the desire to have students become partners in their learning, and better communication with parents.

3. Parental reactions have been very positive.

4. Most projects have tried or are considering having student self-selection of work, and self-reflection on work.

5. One of the biggest advantages in setting up a portfolio system is that teachers have the opportunity to discuss at length the targets they have for students.

6. Teachers felt most comfortable with the systems that had specific criteria for selecting items for the portfolio and for evaluating the content.

7. Teachers felt increasing control over the processes of learning.

Emerging issues included:

1. There was some concern that sharing such information with students that were not doing well would harm self-esteem. However, teachers that tried it felt that students liked the system because even slow students could see progress.

2. How much should the portfolio be standardized? All content? Categories of content? How does standardization fit in with use for large-scale assessment? How does use for large-scale assessment affect its use in the classroom?

3. Teachers found that putting together the portfolios took a lot of time. This might, however, just be part of the process of change.

4. Who owns the portfolio?

5. How do we go about doing this in other subject areas?

(TC#150.6OVEOFS)

Burnham, Chris. *Portfolio Evaluation: Room to Breathe and Grow.* Located in: C. Bridges (Ed.), Training the Teacher, Urbana, IL: NCTE, 1111 Kenyon Road, Urbana, IL 61801, 1986.

This paper describes a procedure for using portfolios to assess students in college composition classes. (It could also be adapted to high school.) The procedure encourages student self-evaluation--students choose samples of their own work to place in their portfolio. Although all papers are critiqued, not all are graded. It also discusses how grading can be incorporated into the scheme (for example, students provide justification for a grade they request) and how to handle students that cannot function without papers being graded.

(TC#470.3POREVR)

Buxton, Amity. *Children's Journals: Further Dimensions of Assessing Language Development.* Available from: NCTE, 1111 Kenyon Road, Urbana, IL 61801, 1982. Also available from ERIC: ED 271-792

This rating form is described by the author as an aid in the description of writing more than an aid in the evaluation of writing. Writings and drawings are described in terms of what is expressed (themes, organization and range of vocabulary); the voice of the writer (stance, style, communication of individuality); and form (language use and mechanics). The rating form is included.

(TC#400.3DIMFOL)

Calkins, Annie. *Juneau Integrated Language Arts Portfolio for Grade 1*, 1991. Available from: Juneau Borough School District, 10014 Crazy Horse Drive, Juneau, AK 99801, 907-789-6356.

This entry describes Juneau's language arts portfolio for grades 1 and 2. Included are the following:

- The multi-year timeline for the project.
- An introduction, including rationale.
- The portfolio content checklist of what to include and when to include it. Each portfolio must include: a student statement (written or oral) explaining why certain pieces were selected for the portfolio and how he or she feels about him or herself as a reader and writer; four self-selected reading samples (one per quarter) assessed using a reading developmental continuum; two reading attitude surveys assessed using a reading attitude continuum; two writing samples (first and fourth quarters) assessed using a writing developmental continuum; and a speaking/listening checklist.

Teachers are encouraged to include anecdotal observations, oral language cassettes, developmental spelling, reading logs, and drawings/illustrations.

- A portfolio definition.
- Samples of all continuums, checklists, and rating forms.
- A survey of parental attitudes toward the portfolio project.
- A letter to parents explaining the portfolio system.
- A complete set of instructions for administering a structured grade 1 writing assessment.
- A set of papers from first graders describing what they learned this year in school.

Some interesting features of these documents include:

1. All rating scales emphasize analyzing the developmental stage of the student as a way of noting progress.
2. The reading attitude interview is now a guided oral interview. It started out as a survey in which students circled the dog which most expressed their attitude (e.g., happy or sad). However, students misinterpreted this scale.
3. Teachers liked the developmental continuums better than checklists to note student progress. However, they found the checklists (which included information about the context under which work was produced) useful for parent conferences.
4. There are some concerns about the writing developmental continuum rating scale as it now stands. The teachers felt it did not capture illustrations very well. This will be reconsidered next year.
5. The reading and writing checklists included space for information about the context or circumstances under which the student work was produced. This is important for understanding the significance of the piece. However, teachers ha[illegible] trouble using it.
6. The speaking/listening checklist will either be expanded or replaced with a developmental continuum. They will try to add a spelling developmental continuum.
7. It is possible to have grade 1 students reflect on their own work, although this has been a controversial issue in the project.
8. The school board has shown its support of the project by supplying computers to all teachers to help record keeping, giving teachers release time to work on this project, and dropping all standardized testing in grades K-2.

See *Overview of Six Portfolio Assessment Projects in the State of Alaska* (TC#150.6OVEOFS) for an interview with the project coordinators and one teacher that was involved with the project.

(TC#400.3JUNINL2)

Camp, Roberta. ***Thinking Together About Portfolios.*** **Located in: The Quarterly of the National Writing Project, Spring 1990, pp. 8-14, 27. Also available from: The Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, 415-643-7022.**

The author discusses a collaborative effort in Pittsburgh to discover effective portfolio systems. The author first traces recent advances in research and practice that have lead to the search for innovative assessment practices. Then she discusses some of the results of the collaborative effort, including:

1. An emerging "definition" of a portfolio which includes: multiple samples of classroom writing, collected over a period of time; evidence of the processes and strategies that students use in creating at least some of those pieces of writing; and evidence of the extent to which students are aware of the processes and strategies they use and of their development as writers.

2. Identification of characteristics that help create a classroom climate conducive to portfolios: student choice in their own work, reduced emphasis on "right answers," and encouraging discovery and risk taking; creating a long-term view of classroom work; student self-reflection; and students becoming more active learners by developing their own internal criteria for writing.

3. A portfolio system developed by a process that models the collaboration in learning that is desired in the classroom: teachers develop their ideas together through self-reflection.

The author hopes that continuing conversations between teachers will lead to more consistent portfolios across classrooms as teachers develop a shared view of writing instruction; and will lead to more ideas on how to get students to choose pieces of work that do not in themselves show students to best advantage, but rather show how students have struggled with writing and learned from their struggles.

(TC#470.6THITOA)

Collins, Angelo. ***Portfolios for Assessing Student Learning in Science: A New Name for a Familiar Idea?*** **Located in: Champagne, Lovitts and Calinger (Eds.), Assessment In The Service of Instruction, American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005, 1990, pp. 157-166.**

This paper presents the rationale for using portfolios in science, defines and provides the characteristics of such portfolios, and discusses what should go in them. For this author, portfolios differ due to three factors--purpose, context, and design.

Purpose affects content, and so must be decided on first. Purpose includes what you want to show with the portfolio--mastery of content? understanding and use of the processes by which this knowledge is constructed? student attitudes toward science? student comfort with ambiguity and acceptance of the tentative nature of science? Purpose also includes how the portfolio will be used--student self reflection? accountability? instruction?

Context includes such things as the age of the students and student interests and needs.

Design covers such considerations as what will count as evidence, how much evidence is needed, how the evidence will be organized, who will decide what evidence to include, and evaluation criteria.

This article is mostly a discussion of considerations when designing a portfolio system in science, but includes some examples.

(TC#600.6PORFOA)

Community Experiences For Career Education, Inc., $(CE)_2$. *Record of Student Performance*, undated. Available from: Tigard High School, 9000 Durham Road, Tigard, OR 97223, 503-684-2108.

Community Experiences For Career Education, $(CE)_2$, is an alternative high school program which offers students aged 16 through 18 a comprehensive secondary school experience through involvement on community and commercial sites. Students pursue a full-day learning program designed to meet their individual academic and career development needs. Students do not attend standardized courses, nor do they receive grades or time-bound credits. Successful completion of the program qualifies the student for a standard high school diploma.

Student accomplishments are documented using a portfolio with certain specified elements. This portfolio is used for job application or educational placement. Content includes:

1. "Certification of Student Performance." This is a form that summarizes the projects, competencies, explorations, work experience, and basic skills completed by the student each year. Staff comments are included.

2. More detail on accomplishments. This information is summarized on a series of forms covering basic skills, life skills, citizenship competencies, career development, and skills development. The forms are completed by various individuals including project staff, employers, and community workers.

   Information might include the dates that various projects were completed (e.g., "legislature project, 4/18/74"); competencies that were demonstrated (e.g., "maintain a checking account, 9/25/73"); time spent exploring job options (e.g., "city maintenance dept., 9/13/74"); and test scores.

3. "School Placement Information." This is a form which translates the previous projects into more traditional subject area equivalent grades.

4. Student comments.

5. Letters of recommendation and transcripts from other places.

Most of the information is descriptive of the tasks or projects completed by the student. Although judgments of quality of student efforts are implied, there are no specified criteria for these judgments.

(TC#220.3RECOFS)

Cooper, Winfield, and Jan Davies, (Eds). *Portfolio Assessment Clearinghouse Newsletter*, 1990 to present. Available from: San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024, 619-753-6491.

The Portfolio Assessment Clearinghouse publishes the *Portfolio News* quarterly. Articles include descriptions of portfolio projects, statements concerning how and why portfolios could or should be used, reviews of literature, etc.

Copies of the newsletter are included.

(TC#000.6SANDIP)

Cowan, Janelle. *Southwest Region Schools Teacher and Substitute Teacher Portfolios*, 1989. Available from: Southwest Region Schools, Box 90, Dillingham, AK 99576, 907-842-5287.

There are two professional portfolios in this packet. The first is the *Teacher Portfolio For The Improvement of Instruction.* The teacher portfolio contains several different types of information:

a. A narrative written by the teacher that describes a personal plan for classroom activities that will support the mastery of school adopted objectives for the year. This narrative is updated during the school year by adding progress reports, changes in goals, activities that relate to the goals, etc.

b. Checklists completed by the site administrator at least four times a year that cover lesson plans, room organization, student participation, instruction, classroom control and recording of student progress.

c. Four videotaped lesson presentations that are rated on various aspects of the clinical teaching model: reinforcement, anticipatory set, closure, modeling, motivation, active participation and retention activities.

The second document is the *Substitute Teacher Handbook and Inservice Guide* used to select qualified substitute teachers. Substitute teacher applicants must first submit a persuasive letter that is rated on neatness, staying on the subject, imagination, sentences, mechanics, and ideas. They also have to submit a vita. The remainder is a training manual on roles, responsibilities, class management, fire drills and requirements for submitting lesson plans. There is a substitute teacher self-quiz.

Copies of all rating forms and checklists for both documents are included.

(TC#130.4SOURES)

Cowan, Janelle. *Southwest Region School District Educators' Guide to Competency-Based Education*, 1990. Available from: Southwest Region Schools, Box 90, Dillingham, AK 99576, 907-842-5287.

Southwest Region School District is on Alaska's west coast. It serves 540 students in 9 villages that span 22,000 square miles.

This document has two parts. The first part is a description of, and rationale for, the district's competency-based instruction and assessment system. The second part contains samples of the district's language arts and math portfolios for grades K-4, and 5-8.

The portfolios are based on a mastery learning model. Each grade level has a set of basic competencies to be mastered which are the building blocks for the next grade. There is a specification for how each competency should be assessed. Methods include district-developed multiple-choice tests, samples of student work, or teacher observation. The portfolios are used to collect the information that is generated using this system.

The goals of the system are to improve communication with parents about student progress, give students more of a chance to see their own progress, integrate assessment with instruction, and pass better information along to the next teacher.

The district will be pilot-testing this system this year and next. For an interview with some of those involved in the project see *Overview of Six Portfolio Assessment Projects in the State of Alaska* (TC#150.6OVEOFS). The district also requires professional portfolios for teachers & substitute teachers (TC#130.4SOURES), and administrators.

(TC#010.3EDUGUT)

Craig, B.J., Kathy Alton, Tim Buckley, and Chuck Prejean. *Lathrop High School Writing Portfolio*, 1990. Available from: Lathrop High School, 901 Airport Way, Fairbanks, AK 99701, 907-456-, 794.

This is an experimental project that included grade 9 students in a basic composition class, and grade 11 students in an advanced composition class. Student purposes for the portfolio included being responsible to different audiences, and having responsibility for assessing and collecting their own work, meeting deadlines, and making a good presentation of themselves. Purposes for teachers included program assessment and examination of student progress.

This document includes the outline given to students about what is required for the portfolio, one complete student portfolio with ratings, and a survey given to students asking their opinion of the portfolio process.

Students must choose three pieces of writing for their portfolio--one personal opinion of a piece of literature (with all drafts included), one creative work, and one piece of the author's choice. They must also write a cover letter that explains why each was chosen, and analyzes strengths and weaknesses.

The portfolio content is rated by a team of English teachers using a six-trait analytical scale, and assigned a pass/fail grade. All pieces must be included for a passing grade. The students turn in the portfolio for a preliminary grade in November and a final grade in December. This assignment constitutes only part of the students' final grade in the class.

For an interview with some of those involved in the project see Overview of Six Portfolio Assessment Projects in the State of Alaska (TC#150.6OVEOFS).

(TC#470.3LHSWRP)

Curran, Paul *The Portfolio Approach To Assessing Student Writing: An Interim Report.* Located in: Composition Chronicle, March 1989, pp. 6-7. Also available from: State University of New York at Brockport.

This article describes a portfolio model used to assess college student writing competence. It was patterned after that used at SUNY-Stony Brook (TC#470.3STAUNO). Students submit four essays--three after revision and one extemporaneous. All essays are part of class work and are reviewed by the instructor before submission. Each essay has a cover sheet describing the writer's purpose, audience, sources and consultants. External readers assign a pass or fail to the portfolio as a whole. A dry run occurs at midterm to let students know how they are doing and to familiarize them with the process. The article also discusses issues, concerns and solutions. The document is descriptive and does not include actual student work or rating forms.

(TC#470.3PORAPT)

Donaldson, Peter. *Critique: Teaching Students How To Evaluate*, 1991. Available from: Islander Middle School, Mercer Island School District, 4160 86th Ave. S.E., Mercer Island, WA 98040, 206-236-3400.

This middle-school teacher has turned all grading in his art classes over to his students. He has them develop their own criteria for both judging/critiquing the artwork itself and for judging the critique of the artwork. The document we have includes the teacher's rationale for this approach, the goals he has for students, a sample rating form used by students to critique each other's artwork, a sample rating form used by student to critique each other's critiques, a form for self-critique, and a philosophy statement from ARTS PROPEL.

Criteria for critique include accurately observed proportions, craftsmanship, composition, detail, accurate illusion of depth, and accurately observed shading. Criteria for the critique of the critique include thoroughness, specificity, and good organization. (In a private communication the teacher also noted these things for a critique of critique: thoroughness, accuracy, synthesis of ideas, details supporting points, and analysis of the work. For a self-critique he would also add self-revelation.)

(TC#810.3CRITES)

Elbow, Peter and Pat Belanoff. *State University of New York, Stony Brook Portfolio Based Evaluation Program.* Located in: New Methods in College Writing Programs, Connelly & Vilard (Eds.), NY: MLA, 1986, pp. 95-104.

These two articles describe the use of writing portfolios to assess student competence at the SUNY-Stony Brook campus. Each student submits three self-selected, revised pieces and one in-class writing sample. The self-selected pieces include: (a) one narrative, descriptive, expressive or informal essay; (b) one academic essay; and (c) one analysis of another's essay. Each piece is accompanied by an explanation of what was to be accomplished by the piece, and a description of the process of writing the piece. All pieces are judged by teaching staff, but not the students' own teachers, as being pass or fail. A passing grade on the portfolio is a necessary but not sufficient condition to satisfy the writing requirement at the college. A dry run occurs at mid-semester so that students can see how they are doing. The documents also discuss the advantages and disadvantages of the process as well as what worked and didn't work. The document is descriptive and does not include actual student work or rating forms.

(TC#470.3STAUNO)

Elliott, Nikki, and Carol Harriman. *Feasibility Study of the Use of Portfolios For Placement in English 001, 101, or 102 at the University of Nevada, Reno*, 1990. Available from: Nevada State Department of Education, Capitol Complex, Carson City, NV 89710, 702-687-3913.

This set of documents reports on a pilot study to determine the feasibility of using high school writing portfolios to make student placement in college English classes faster, easier and better than use of ACT or SAT scores.

The portfolios were compiled by students as an outgrowth of their regular classroom instruction in three college-bound English classrooms at the Washoe County School District (58 students in all). Students could choose what went into their portfolios, but items had to be of the following types: best piece, a previously graded piece that had been further revised, and a third piece written specifically for this portfolio (a journal entry taken through the process to a final draft). The students also had to write a metacognitive letter to the readers that included a discussion of oneself as a writer and a justification of the inclusion of each piece of writing.

Three university instructors read the portfolios (each portfolio read twice) and rated them holistically on a scale of 1 to 5. Anchor portfolios for each of the five scale points were developed as part of this process and are included in this document. Placement results were compared between readers and traditional test scores. Test scores misplaced students 1/4 of the time.

(TC#470.3FEASTO)

EQUALS Project. *Assessment Alternatives in Mathematics*, 1989. Available from: Lawrence Hall of Science, University of California, Berkeley, CA 94720.

This document provides an overview of some possible methods in mathematics that assess both process and products. Specific examples are provided for writing in mathematics, mathematical investigations, open-ended questions, performance assessment, observations, interviews, and student self-assessment. Any of the student generated material could be self-selected for a portfolio of work. The paper also includes a discussion of assessment issues and a list of probing questions teachers can use during instruction.

(TC#500.6ASSALI)

Eresh, JoAnne T. *Portfolio Assessment As A Means of Self-Directed Learning*, 1990. Paper presented at annual conference of the American Educational Research Association. Available from: Pittsburgh Public Schools, Curriculum Office, 3415 Bellefield, Pittsburgh, PA 15213.

This paper describes the writing portfolio project in the Pittsburgh Public Schools. The content is very similar to that in the three papers presented above. The author's basic premise is that because of recent changes in our view of what education is and what writing is, the task of writing teachers becomes that of helping to support the self-learner, the learner whose responsibility is ultimately his own for making meaning. The Pittsburgh project addressed both how to support such goals and how to assess them. The intent of their portfolio project is to support the self-discovery of the student as a writer.

Although much of the paper describes the same process as the above three papers, there is some additional detail. Specifically:

1. How the portfolio process is introduced to the students at the beginning of the school year.

2. Additional examples of self-reflection questions.

3. Additional information about the final portfolio.

(TC#470.6PORASA)

Flood, James and Diane Lapp. *Reporting Reading Progress: A Comparison Portfolio For Parents.* Located in: Reading Teacher, March 1989, pp. 508-514.

The authors describe the content of a reading portfolio designed to show student progress to parents. They suggest the portfolio contain test scores (norm-referenced and criterion-referenced), informal assessments (IRIs), samples of student writing at the beginning and end of

the school year, student self-evaluations, and samples of the material students can read at the beginning and end of the school year. The article includes three-questions for students, to promote self-analysis of reading processes, but does not include sample checklists or IRI's.

(TC#400.3REPREP)

Frazier, Darlene M. *Composite Portfolio in Special Education*, 1991. Available from: Leon Paulson, Multnomah ESD, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

This composite portfolio was assembled by a classroom teacher as part of a class in portfolios conducted by Multnomah ESD. The plan for the portfolio uses the Cognitive Model for Assessing Portfolios (TC#150.6HOWDOP and 150.6MAKOFA). This model requires that the teacher decide ahead of time the rationale for assembling the portfolio, what the portfolio is intended to show, the criteria by which performance will be analyzed, and the stakeholders and audiences. The model further requires that the results be analyzed with the context for their production in mind, and that there is student self-reflection on the portfolio entries.

In this case, the teacher wanted to show growth in writing as measured by the six-trait analytical model used in Oregon and elsewhere, and to improve students' self-analysis using this model. The students self-selected a piece of writing for the portfolio at monthly intervals. This selection included both the rough and final drafts, and the student's own ratings of his or her work. Samples of student self-analysis of their writing were also included.

The teacher used these student work samples to analyze student progress, and wrote a metacognitive letter stating what she learned about student writing and the evidence from the samples to support these conclusions.

The article includes both the self-selected samples of student work, and the criteria used to analyze the work.

(TC#470.3COMPOI)

Gardner, Howard and Thomas Hatch. *Multiple-Intelligences Go To School.* Located in: Educational Researcher, 18, 1989, pp. 4-10.

This article describes Gardner's theory of multiple intelligences and three programs that are built on the idea of multiple intelligences (Arts PROPEL, Key School, and Project Spectrum). The authors propose that assessment of students in programs built on the theory of multiple-intelligences require the use of portfolios. The programs described use portfolios for assessing student progress and program evaluation. The article also includes a description of the Modified Field Inventory to determine the intelligences preferred and used by students.

(TC#050.6MULING)

Hancock, Jane. *But...What About Grades?* Located in: Portfolio News, 2,(2) 1991, p. 3. Also available from: Portfolio Assessment Clearinghouse, San Dieguito Union High School District, 710 Encinitas Boulevard, Encinitas, CA 92024; and Jane Hancock, Toll Junior High School, Glendale Unified School District, 700 Glenwood Road, Glendale, CA 91202.

This is another article about how a ninth grade teacher uses portfolios to assign grades. Basically, no grades are assigned until the end of the term, and then students select the papers

that will form the basis of their grades. However, there is extensive student/teacher interaction on all papers throughout the term.

(TC#150.6BUTWHA)

Hays, Richard. *An Individualized Management Strategy for Secondary Reading Teachers*, 1987. Paper presented at the Annual Meeting of the Indiana State Council of the International Reading Association. Also available from: ERIC ED 285 140.

This paper discusses a management effectiveness strategy that can be employed by secondary classroom reading teachers to facilitate and improve learning by those students whose reading skill needs are severely deficient. The strategy includes assessment, folders, individualized programs, mini-group lessons and scoring.

The folder is student managed and includes: the available materials for the student to use to learn certain skills; a percentage chart so that students can compute their own percentage of accuracy on each lesson; a progress chart for each skill so that students can see their progress; an evaluation sheet that lists the requirements to be met by the student; and other material as needed. Students and teachers evaluate (score) the work and plot progress.

(TC#440.6ANINNM)

Howard, Kathryn. *Making the Writing Portfolio Real.* Located in: The Quarterly of the National Writing Project, 27, Spring 1990, pp. 4-7. Also available from: The Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, 415-643-7022.

The author was involved in developing a portfolio process with the goal of reflecting students' views of themselves as writers. The steps in this process included:

1. Establishing a climate in which students could freely express their feelings about their own writing and that of others. This entailed the oral sharing of writing, with question content, tone of voice and question phrasing initially modelled by the teacher. This developed not only an atmosphere of acceptance but also increasing depth in the analysis of each other's work.

2. Asking students for written self-reflections. Students were asked to address two issues: Discuss one thing that is done well in your writing. Discuss one thing that needs to be improved in your writing. Student responses were initially superficial, but gained depth with modelling and feedback.

3. Asking students to choose, from their work folders, the writing that was of most "importance" to them. Students answered the following questions:

    a. Why did you select this piece of work?

    b. What do you see as the special strengths of this work?

    c. What was particularly important to you during the process of writing this piece?

    d. What have you learned about writing from your work on this piece?

    e. If you could go on working on this piece, what would you do?

f. What particular skill or area of interest would you like to try out in future pieces of writing that stems from your work on this piece?

g. What kind of writing would you like to do in the future?

4. Having students choose both a satisfactory and an unsatisfactory piece of writing and analyzing the differences. A list of suggested questions is included.

5. Having students finalize their portfolios for the year by reconsidering previous choices.

This process resulted in increasing students' ownership of their work and relying on themselves and peers for assistance in improving their work.

(TC#470.6MAKTHW)

Hulsart, Richard. *Student Portfolio Process*, 1990. Available from: Colorado Department of Education, State Office Building, 201 E. Colfax Ave., Denver, CO 80203, 303-866-6685.

The Colorado Department of Education has developed a number of documents to assist school districts with alternative assessment devices. Student Portfolio Process outlines suggestions for developing two types of portfolios:

1. The Transition Skills Portfolio--A collection of documents verifying a young person's achievement of the skills essential for making a successful transition to further education or employment. The student must identify educational and career goals and then accumulate evidence that there has been progress towards these goals. Some suggestions for portfolio entries include: a career education development plan, a resume, a profile of the achievement of transition skills, samples of outstanding work, a schedule of the essential steps in applying for college or employment, a budget for college, completed applications, and a checklist of important interview skills.

2. The Performance Portfolio--A collection of student produced work that serves as evidence of the development of skills in various subject areas. Some ideas for what to include are: a summary of test results, profiles of the student's development of specific skills, written reports, drawings and photographs, a journal of experiences with an analysis of personal growth, participation in group activities, and a career development plan. These should be filed by date so that student growth can be illustrated.

This document illustrates again that the purpose of the portfolio will have a major influence on what is chosen to include in it. No evaluation criteria for the portfolios are included.

(TC#150.6STUPOP)

Johns, Jerry, and Peggy VanLeirsburg. *Portfolio Assessment: A Survey Among Professionals*, 1990. Available from: Northern Illinois University, Literacy Research Report No. 1, Reading Clinic, 119 Graham, DeKalb, IL 60115, 815-753-1416.

The authors surveyed 128 teachers concerning their knowledge about and views toward literacy portfolios. The survey has four sections--self-rating of knowledge of the portfolio concept; rating the importance of including various types of items in a literacy portfolio (such as "audio tapes" or "student self-evaluations"); amount of agreement with four statements of rationale for portfolios

(such as "authenticity" or "continuous and ongoing"); and rating the degree to which various practical problems (such as "managing content") were of concern.

Results showed that teachers feel they know very little about portfolios. Teachers, however, agree with the theoretical bases of portfolio assessment: authentic, continuous, multidimensional, and collaborative. Teachers also have a lot of practical concerns about implementing portfolios, and there is some disagreement about what should be kept in a literacy portfolio.

The survey does not include teacher knowledge about the possible technical limitations of using portfolios for assessment. Although the survey instrument is not included, it could be reconstructed from the various tables in the report.

(TC#130.4PORASA)

Jongsma, Kathleen. *Portfolio Assessment.* Located in: Reading Teacher, December 1989, pp. 264-265. Also available from: Northside Schools, 204 Prinz St., San Antonio, TX 78213.

This article contains brief statements from three different individuals about the importance and use of portfolios for providing a more complete picture of student progress and ability. Two statements describe integrated language arts portfolios containing a number of different types of indicators. The other describes the use of classroom work samples to supplement a timed writing assessment. The article is descriptive; no rating forms or student work is reproduced.

(TC#400.6PORASS)

Kilmer, Mary. *Portfolio Project at Kraxberger Middle School.* Located in: Portfolio Assessment Newsletter, 2 (2), December 1990. Also available from: Mary Kilmer, Kraxberger Middle School, 17777 Webster Road, Gladstone, OR 97207, 503-655-3636.

This article is a brief description of one teacher's experiences in assisting students to assemble their own integrated portfolios in grades 5-8. The portfolio can contain any work; all work is self-selected by the student. At the end of each quarter the portfolio is cleaned out, and final selections are made. The teacher assists the students to reflect on the reasons that the student has for selecting each piece that will remain. Questions include:

1. What makes this selection better than any other work you did this quarter?
2. What might you have done differently to improve this project?
3. Think back to all the steps and procedures involved in making this a project to be proud of....what would you offer, in words, as evidence that it was a valuable use of your time?
4. Anything else?

(TC#000.6PORPRA)

Kirkman, Joseph J. *Curriculum Alignment System Comprehensive Assessment System (CAS^2)*, 1990. Available from: School Research and Service Corporation, P.O. Box 4890, Laguna Beach, CA 92652, 714-497-7426.

This document is a set of handouts from a presentation by Susan Holmes at the California Educational Research Association meeting in Santa Barbara, November 1990. As such, it only outlines in a general way the CAS^2 project. CAS^2 is a consortium effort by a group of 30 districts in California to assemble portfolios as part of implementing whole language instruction. The current specifications for the portfolio call for various types of items to be collected at various times of the school year. Portfolio items include timed writing samples, various self-selected writing pieces, a reading list, and other integrated tasks (undefined in this document). A three-trait analytical scoring rubric for writing is included--rhetorical stance, coherence, conventions.

(TC#400.3CASCAS)

Knight, Janice Evans. *Coding Journal Entries.* Located in: Journal of Reading, 34, 1990, pp. 42-47.

This article describes a system for coding reading journal entries to promote student self-reflection and improve reading strategies and comprehension. The impetus for this system came from the author's observation that many reading journal entries were only superficial summaries of what was read. The author wanted to make journal entries more meaningful.

Each journal entry is coded by the student and/or teacher as to the level of thinking, metacognitive strategies, and confusion the entry indicates. Examples of these three sets of codes are:

1. Level of thinking. Examples of codes here are "R" which means "recall," and "$\leftrightarrows$" which means inference, prediction, or cause and effect.

2. Metacognitive strategy. Examples are "S" which means "summarize," and "SQ" meaning "self-questioning."

3. Confusion. Examples are "0" meaning that the entry does not say anything significant, and "?" meaning that the entry indicates student confusion.

The power of this system is that the coding system is integrated with instruction so that students learn what good reading strategies are and then assess them in their own journal entries.

(TC#440.3CODJOE)

Koppert, Joyce. *Primary Performance Assessment Portfolio*, 1991. Available from: Lower Yukon School District, P.O. Box 32089, Mountain Village, AK 99632, 907-591-2411.

Lower Yukon School District serves 1,350 students in 11 villages spanning 19,302 square miles. The developmental portfolio developed by LYSD for kindergarten students covers reading, writing, math and spelling. A folder in each of these areas is prepared for each student. The folders provide information to the teacher on what to keep for each student and how to use the various checklists and rating forms. Quarterly, this information (plus samples of student work) is summarized into the Primary Performance Assessment Portfolio which is used to report progress to parents and, at the end of the school year, is passed on to the grade 1 teacher. It replaces all previous report cards and progress reports.

Currently, student growth in reading, writing, and spelling is tracked using developmental stages. The district is developing "anchor" papers to train teachers in the use of these scales. (These anchor papers are not included in this package.) There are checklists for "fine motor control," "functional uses of writing," attitudes towards writing," "sense of story," and various math skills.

Included in this package is also a survey for kindergarten teachers to provide guidance on how to revise the portfolio system, and a schedule that outlines the steps that the portfolio committee took in order to get the project off the ground.

The grade K portfolio is still in its developmental stage. The version in this document was that revised after pilot testing during school year 1990-91. The district has plans to develop similar components for pre-kindergarten and grades 1 and 2 over the next couple of years.

In a personal communication, the developers added these comments about their portfolio system:

1. Teachers seemed to value the process of trying to design the portfolio system because they learned a lot about what development in the early grades looks like.

2. They are considering abandoning the checklist format and might try to cast all areas into developmental continuums.

3. Parents were very enthusiastic about the portfolios.

4. Issues that came up during pilot testing were time and what to do with the other students while one student was being assessed.

See Overview of Six Portfolio Assessment Projects in the State of Alaska (TC#150.6OVEOFS) for an interview with the project coordinators and one teacher that was involved with the project.

(TC#070.3PRIPEA)

Krest, Margie. *Adapting The Portfolio To Meet Student Needs.* Located in: English Journal, 79, 1990, pp. 29-34.

This article was written by a high school writing teacher. It provides some hints and ideas for using and adapting portfolios based on several years of use in her own classrooms. Some of the ideas presented are:

1. She has students keep all their writing--drafts, revisions, prewriting material, suggestions from classmates, and final drafts. This allows for collaborative discussion of such things as how well the student can incorporate other people's suggestions into their work, and student willingness to take risks.

2. Not each piece of writing is graded. This encourages students to experiment. Grades are based on two scores--a portfolio score (reflecting the quantity of writing, and/or the amount of revision, risk taking and changing they did on all their papers), and a "paper grade" based on one to three final products (ones that have been conferred about, revised and edited thoroughly).

   The weight of these two components toward the final grade depends on the level of students and what they are working on. Sometimes the weighting for the two parts is decided collaboratively with the students.

3. The frequency of assessment varies by grade and what is being worked on. For example, if the emphasis is on fluency, assessment might only occur after each quarter so that students have time to work at becoming more fluent.

4. Students are encouraged to continue revising a paper as many times as they want. It can be regraded in subsequent portfolios.

5. Most writing is based on free choice. However, the author does require that all students do a minimum number of papers in various modes. The modes depend on the level of the student. For example, a college-bound student would be required to write a compare-contrast paper. These do not have to be among the papers that students choose to be graded.

6. The major goal is to encourage students to take responsibility for their writing as much as possible--what to write about, how much revision will be done, etc.

(TC#470.6ADATHP)

Lewis, Linda. *Pilot Project For Portfolio Assessment*, August 2, 1990. Available from: Ft. Worth Independent School District, 3210 W. Lancaster, Ft. Worth, Texas 76107, 817-336-8311.

This paper describes a staff development exercise in which teachers brought six student writing folders and looked through them to answer the question: "If someone came into your room and wanted evidence of student growth in writing in ten specified areas, would your student folders provide this evidence?" The ten areas corresponded to district writing goals. The list of these ten goals is included.

(TC#470.3PILPRF)

Lewis, Linda. *Portfolio Transfer System*, 1990. Available from: Ft. Worth Independent School District, 3210 W. Lancaster, Ft. Worth, Texas 76107, 817-336-8311.

This document is a working draft describing the portions of student writing portfolios that should be transferred from one teacher to the next in grades 1-6.

(TC#150.6PORTRF)

Lewis, Linda. *The Role Of Revision In The Writing Process*, 1989. Available from: Fort Worth Independent School District, 3210 W. Lancaster, Ft. Worth, TX 76107, 817-336-8311.

This is a draft document providing information on using portfolios in writing instruction and assessment: rationale, types, content, student self-reflection, teacher documentation of student progress, and goals for grades K-5. Included are samples of students' written self-reflections, samples of teacher analysis of student progress and skills checklists for grades K-5.

(TC#470.6ROLOFR)

Little, Nancy. *Student Led Teacher Parent Conferences*, 1988. Available from: Lugus Productions Limited, 48 Falcon Street, Toronto, Ontario, Canada M4S 2P5.

This monograph describes the rationale and procedures for having students plan and lead parent conferences. One part of this process is the student preparation of work folders to share with their parents. These folders have the characteristics of portfolios because:

1. The student selects the content, taking into consideration the purpose and audience.

2. The student determines what he or she wants to demonstrate to his or her parents. There is a set of metacognitive prompts for this purpose. These are: "While you look at my work with me, I want you to notice..." "These are the things I think I do well..."

The book contains a complete description of roles, responsibilities, and timelines for student led parent conferences. It also has sample letters to parents and sample student attitude surveys.

(TC#150.6STULET)

Macintosh, Henry. *Reviewing Pupil Achievements Through a Portfolio of Evidence*, 1989. Available from: International Association for Educational Assessment, Brook Lawn, Middleton Road, Camberley, Surrey, GU15 3TU, England, 0276-23950.

This is a package of training materials on the design and possible uses of portfolios in instruction and assessment. Included is information on the possible benefits of portfolios, what kinds of things could be gathered, how to gather them, guidelines for inclusion, interpreting the evidence in the portfolio, and the need to keep context information on the entries. The author also includes some thoughts on how the portfolio process fits into attainment of the goals of the National Curriculum in England.

(TC#000.6REVPUA)

Marienberg, Jill. *Portfolio Contents*, 1990. Available from: Hillsboro High School District, 3285 SE Rood Bridge Rd., Hillsboro, OR 97123, 503-648-8561.

This piece contains examples of student portfolios in writing, developed by grade 11 students for instructional purposes. Content includes a letter from the teacher that certifies the work as coming from the student, five self-selected writing samples of various types, and a cover letter from the student explaining why he or she selected these works. Several complete student portfolios (reproduced with the permission of the students) are included.

(TC#470.3PORCON)

Marsh, Helen F. and Patricia A. Lasky. *The Professional Portfolio: Documentation of Prior Learning.* Located in: Nursing Outlook, 32, 1984, pp. 264-267

Although this article focuses on the use of portfolios to document prior learning for nursing candidates, the principles discussed could apply to educators.

The portfolio system has two parts. The first is a narrative written by the candidate which describes prior learning experiences and provides evidence that concepts and principles from these experiences are being applied in practice. The second part is documentation that the

learning experiences have taken place. This could include diplomas, transcripts, performance ratings, employment records, workshop certificates, test results, etc.

To be most effective, the categories of "expertise" to be demonstrated by the portfolio must be laid out in advance, so that candidates know what the portfolio must show. Also, criteria for judging the portfolios must be established..

(TC#940.6THEPRP)

Mathews, Jackie, *From Computer Management To Portfolio Assessment.* Located in: The Reading Teacher, February 1990, pp. 420-21.

This article describes the basic design of a reading portfolio for grades K-2. The four core elements are: a reading development checklist, writing samples, a list of books read by the student and a test of reading comprehension. Optional elements include student self-evaluation, reading records, audiotapes, anecdotal records, pages from reading logs, or other measures a teacher or student feels would illustrate the growth of the student as a language learner.

The Reading Development Checklist includes concepts about print, attitudes toward reading, strategies for word identification and comprehension strategies. (Some of the individual items on the checklist are presented in the article.) The reading comprehension test was still under development at the time of this article.

The article also describes other necessary components for an innovation of this type: administrative support, a climate for change, people expert in the area of reading, a good staff development program, and grass roots interest.

(TC#440.6FROCOM)

McLean, L. D. *Time to Replace the Classroom Test With Authentic Measurement.* Located in: Alberta Journal of Educational Research, 36, 1990, pp. 78-84.

This article discusses the need for alternatives to standardized tests for use in the classroom. It briefly describes one possible "record of achievement," or portfolio system. This requires that teachers set "good" writing tasks for students, preferably in cooperation with the students. Evaluation of individual entries is done cooperatively with the student. Grades may not be assigned to all entries. These records of student work should also be used in parent conferences.

(TC#470.6TIMTOR)

Meyer, Carol. *From Folders to Portfolios (A Skit)*, 1990. Available from: Northwest Evaluation Association, 5 Centrepointe Dr., Suite 100, Lake Oswego, OR 97035, 503-624-1951.

This skit is a light-hearted way to define what is meant by a portfolio and to highlight the differences between folders and portfolios.

(TC#150.6FROFOT)

Meyer, Carol, Steven Schuman, and Nancy Angello. *NWEA White Paper On Aggregating Portfolio Data*, 1990. Available from: Northwest Evaluation Association, 5 Centerpointe Dr., Suite 100, Lake Oswego, OR 97035, 503-624-1951.

This paper summarizes key issues and concerns related to aggregating assessment information from portfolios. The working definition of "portfolio" used in this document is:

> "A portfolio is a purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress or achievement in (a) given area(s). The collection must include student participation in selection of portfolio content; the criteria for selection; the criteria for judging merit; and evidence of student self-reflection."

The paper discusses a number of specific questions in six major areas. These areas, and a sample of the questions discussed in each are:

1. The impact of "newness" of portfolios on agggregating portfolio data.
   - o Are any portfolio projects well enough implemented as instructional models that sites exist for trying out potential aggregation methods/systems?
   - o Do portfolio projects exist where aggregation of portfolio data beyond the individual level has occurred?
2. Levels of aggregation of portfolio data
   - o Is there a conceptual continuum of alternatives for aggregating portfolio data?
3. Potential conflicts for portfolios serving both purposes of instruction/individual assessment and large scale assessment.
   - o Is there a concern of current and intended users of portfolios that large scale assessment needs will jeopardize the instructional value of portfolios?
   - o Will the aggregation of portfolio data force standardization of portfolios which directly conflicts with the desire for portfolios to be individualized?
4. Potential benefits of portfolios serving both purposes of instruction/individual assessment and large scale assessment.
   - o Since what is assessed is valued, will the use of portfolios for assessment communicate a broader range of student performances which are valued?
   - o Can the use of portfolios for multiple assessment purposes eliminate redundant or "add on" assessment/evaluation activities?
5. Using appropriate methodology to aggregate portfolio data.
   - o Can aggregation of portfolio data occur if portfolio contents, assignments, ratings, etc., have not been standardized?
   - o Does adequate methodology currently exist to aggregate portfolio data?

6. Other issues relating to aggregating portfolio data/

   - o Is aggregating portfolio data cost effective?

(TC#150.6NWEWHP)

Monier, Jay. *The Senior Project*, 1990. Available from: Far West EDGE, Inc., 1817 Woodlawn Ave., Medford, Oregon 97504, 503-770-9483.

This packet of papers includes an overview of the Senior Project, several articles written about it, and several pages from the *Senior Project Student Manual*.

The senior project requires the following: a research paper on a topic chosen by the student; a project that applies the knowledge gained during the research phase; and a 6-10 minute oral presentation about the research and project. Graduation depends on successful completion of all three parts of the Senior Project.

The *Senior Project Student Manual* provides assistance to the student on planning and carrying out the project. Only part of this manual is included in this packet. Included are documents for helping students to plan their project, and documentation and rating forms that must be included in the final Project Portfolio. The *Coordinator's Handbook* contains instructions for the oral presentation portion of the project. This document is not included in the packet.

(TC#150.6SENPRO)

Mumme, Judy. *Portfolio Assessment in Mathematics*, 1990. Available from: California Mathematics Project, University of California, Department of Mathematics, Santa Barbara, CA 93106, 805-961-3190.

This paper covers the following topics: what a mathematics portfolio is, the purpose of portfolios, what could go into a math portfolio, suggestions for the layout of the portfolio, how to select items for the portfolio, and some ideas on evaluating portfolios. An outline of criteria for evaluating portfolio content is provided, but not elaborated on.

(TC#500.6PORASI)

Murdick, William. *Portfolios and Patterns of Choice*, 1991. Located in: Portfolio News, 2,(2) 1991, p. 2. Also available from: Portfolio Assessment Clearinghouse, San Dieguito Union High School District, 710 Encinitas Boulevard, Encinitas, CA 92024; and California University of Pennsylvania, California, PA 15419, 412-938-4082.

This article describes one teacher's approach to using portfolios to assign grades in his 9th grade composition classes. The basic procedure is that students prepare four portfolios a year, the contents of which are some combination of assigned and self-selected work. The grade for the portfolio depends on the presence of all pieces of work, but not all of them can receive equal weight in the grade. The portfolio as a whole is graded, not individual papers. Several variations on this theme are discussed.

(TC#150.6PORANP)

Murphy, Sandra, and Mary Ann Smith. *Talking About Portfolios.* Located in: The Quarterly of the National Writing Project, Spring 1990, pp. 1-3, 24-27. Also available from: The Center For The Study of Writing, 5513 Tolman Hall, School of Education, University of California, Berkeley, CA 94720, 415-643-7022.

This article uses examples of three portfolio projects to make the point that there is no such thing as *The Portfolio*; different groups end up with different portfolio systems depending on their purposes and what would best serve the local community of teachers and students. Prior to discussing the three examples, the authors mention various possible purposes for portfolios and design considerations for portfolios. These are:

1. Purposes for portfolios could include motivating students, promoting learning through reflection and self-assessment, evaluating or changing curricu'.m, replacing or validating other tests, establishing exit requirements for coursework or graduation, tracking growth over time, and evaluating students' thinking and writing processes.

2. Design considerations include:

    a. Who selects what goes into the portfolio--students or teachers?

    b. What goes into the portfolio--finished pieces, impromptu samples, work in progress, multiple drafts, particular domains of writing?

    c. How much should be included?

    d. What might be done with the portfolios--evaluation criteria, scored as a whole or each piece separately?

    e. Who hears about the results?

    f. What provisions can be made for revising the portfolio program?

Examples used to illustrate the possible range of portfolio systems are:

1. Junior high students choosing writing from several different subject areas so that writing for different purposes and audiences can be examined. Students also include a letter explaining why they selected each piece and how they viewed themselves as writers.

2. Ninth graders writing letters to their teachers discussing the strengths and weaknesses reflected in their portfolios. Teachers respond in writing and students then have a chance to respond again.

3. Teacher interactions that occur while examining and comparing student portfolios.

The authors conclude that:

1. The benefits of portfolios lie as much in the discussion generated among teachers as with the formal information they provide.

2. Portfolios have their greatest impact when they become part of the regular operation of the classroom.

(TC#000.6TALABP)

Myers, Miles. *Institutionalizing Inquiry.* Located in: The Quarterly of the National Writing Project and the Center for the Study of Writing, 9, July 1987, pp. 1-4.

This article broadly discusses the level of literacy required for today's world, the need for schools to restructure to achieve this goal with students and the implications of this for assessment. With respect to the latter, the author proposes: portfolios containing all of a student's work; learning logs; teachers periodically reviewing portfolios to develop a collective sense of progress; evaluating work samples form all content areas; and teachers engaging in classroom research. The document discusses portfolios in general terms; it does not describe any particular portfolio system.

(TC#060.6INSINQ)

Northwest Evaluation Association (NWEA) Working Committee. *Menu of Possible Contents For Classroom Portfolios*, March 1991. Available from: The Northwest Evaluation Association, 5 Centerpointe Dr., Lake Oswego, OR 97035, 503-624-1951.

The Northwest Evaluation Association (NWEA) is a consortium of school districts and other interested parties that meet to solve assessment problems of mutual interest. There have been several working retreats in the area of portfolio assessment. This document is the report from one of the work groups at the latest retreat. It provides a sample menu of the types of things that might be included in a student portfolio in the areas of language arts, science, social studies, math, fine arts, and health/p.e.

The section on language arts is the most complete. It includes not only the menu but also sample assessment instruments for the various menu items. These samples are collected from various sources including entries on this bibliography, ERIC, and other published and fugitive documents. (Source credit is given for each instrument.) Interesting samples include developmental rating forms in reading and writing from Juneau (TC#400.3JUNINL), holistic criteria for judging expository and narrative retellings (Valencia & Greer, 1986), listening checklists (Journal of International Listening, 1988, TC#450.3CALLIPa; TC#450.6LISSKS), a speaking checklist (this looks original to this document), time-use self-rating (ESD 112, Seattle, WA), and a study skills checklist (Snouffer & Thistlewaite, 1979).

Sample questions to stimulate student self-reflection, a sample annotated journal entry, and various planning worksheets are also included.

(TC#000.6MENOFP)

Northwest Evaluation Association (NWEA). *Writing Portfolio Assessment Issues And Concerns. NWEA Writing Assessment Conference*, October 1989. Available from: Allan Olson, Northwest Evaluation Association, P.O. Box 2122, Lake Oswego, OR 97035, 503-624-1951.

This document is a summary of issues and concerns surrounding writing portfolio assessment generated at a writing assessment conference convened by NWEA in October, 1989. Issues are organized into the categories of management/logistics, assessment, purpose, curriculum, and staff development. An operational definition of a writing portfolio is included.

(TC#470.6NWEWRP)

Olson, Marilyn, and Barbara Awmiller. *Connections*, 1991. Available from: Curriculum/Staff Development Department, Lane Education Service District, 1200 Hwy 99N, P.O. Box 2680, Eugene, OR 97402, 503-689-6500,

Connections is a published composite portfolio of exemplary student work gathered from Lane County public school classrooms. This document announces the intent of the ESD to publish Connections, lists the requirements for submissions, and includes an application form. Among other things, the application form requires the student to explain why he or she wanted to submit the work, explain what features make the work special as an example of what he or she knows and can do, and describe the background of the work. There are no criteria presented for final selection of submissions into the final composite portfolio.

(TC#000.6CONNEC)

Oregon City High School Students. *My Writing Folder*, 1990. Available from: Oregon City High School, 1417 12th St., P.O. Box 591, Oregon City, OR 97045, 503-656-4283.

This document is a writing folder in which students can keep their work. Printed on the folder are places to write down ideas for writing, the places to write down titles and dates of entries in the folder, definitions of the six-trait analytical rating guide for writing (ideas, organization, voice, word choice, sentence structure, and conventions), definitions of different modes (types) of writing (imaginative, persuasive, descriptive, narrative, and expository), places to enter scores given to various pieces of writing, and a guide to writing as a process.

(TC#470.6MYWRIF)

Parr, Susan Resneck. *Lewis & Clark College New Admissions Initiatives*, 1990. Available from: Office of the Vice President for Academic Affairs, Lewis & Clark College, 0615 SW Palatine Hill Road, Portland, Oregon 97219, 503-293-2653.

Lewis & Clark College now offers two alternative options for admissions--portfolios and a Saturday Seminar. The portfolio option requires that students submit materials which demonstrate that they meet the college's criteria for admission. Suggestions are:

1. Products that demonstrate intellectual growth and an ability to write clearly and think critically. These could include, for example, a series of papers or tests that show growth; or science projects, mathematical proofs, computer programs, audio tapes of performances, etc. to show accomplishment of advanced skills.

2. An official high school transcript.

3. A letter from a high school counselor or principal certifying that the work is one's own.

4. Three sealed letters from recent teachers assessing one's academic abilities.

5. The first page of a standard admissions application.

6. Other pertinent information such as standardized test scores, additional recommendations from teachers and others, a statement of academic goals and interest, and an admissions essay.

The Saturday Seminar for Early Decision is designed for students certain they wish to become Lewis & Clark students. The program includes a weekend visit, participation in a seminar, an interview with an admissions counselor, an opportunity to talk to a financial service counselor, and invitations to social events. They also must submit either a regular admissions application or a portfolio.

In the materials we obtained there is no discussion of how portfolio or seminar performances would be assessed.

(TC#000.6LEWANC)

Paulson, Leon, and Pearl Paulson. *How Do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios*, Fall 1990. Available from: Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, Oregon 97220, 503-255-1841.

The central consideration in this paper is how to design procedures for aggregating information from portfolios while preserving the integrity of the portfolio for instructional purposes. They propose that what needs to occur in order to aggregate is not the standardization of the specific pieces in the portfolio (e.g., an attitude checklist, one piece of persuasive writing, etc.), but a clear idea of the rationale for the portfolio, what processes or outcomes are to be demonstrated by the portfolio, and the standards or criteria for judging success. The actual exhibits can vary.

The authors propose that portfolios can be described along three dimensions:

1. Activity--the operations involving putting together portfolios. This includes the rationale for the portfolio, the areas to be covered by the portfolio, the specific content to be in the portfolio, performance criteria for students, and how judgements will be made by students and/or evaluators.

2. History--antecedents to the work in this year's portfolio and how the portfolio will be used in the future. This includes individual student baseline performance, learner characteristics and context; the encounters that occur around the portfolio itself; and the final status of student performance.

3. Stakeholders--those individuals with an interest in the portfolio. These could include students, teachers, parents, and aggregators.

Several examples are presented that relate these dimensions to actual portfolio projects.

(TC#150.6HOWDOP)

Paulson, Leon, and Pearl Paulson. *The Ins and Outs of Using Portfolios To Assess Performance*, 1991. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago. Available from: Multnomah ESD, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

This paper expands on themes in other papers by the same authors (TC#150.6HOWDOP, 150.6MAKOFA)--the need to specify stakeholders, state the rationale, outline what questions the portfolio is to answer, etc. The authors expand on the notion that the process of using the portfolio for assessment not undermine its primary use--instruction. They also ask that we rethink our traditional notions of reliability, standardization, and scaling.

(TC#150.6INSANO)

Paulson, Leon, and Pearl Paulson. *The Making of a Portfolio*, 1991. Available from: Multnomah ESD, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

The authors present their Cognitive Model for Assessing Portfolios (CMAP), a framework for designing a portfolio system. The framework has three dimensions--stakeholders, activities, and history. Stakeholders can include students, teachers, parents, administrators, evaluators, etc. Since a portfolio is a purposeful collection of student work, this dimension answers the question "whose purpose?"

The activity dimension of the framework requires that the user describe the rationale for the portfolio, what questions the portfolio is to answer, what will be collected to answer these questions, and how the results will be interpreted. These things are likely to differ depending on the stakeholder.

The historical dimension of the framework requires that the user place the portfolio into a context in order to accurately interpret its significance. The context can include stakeholder characteristics at the outset (helps to explain why the portfolio has significance), instructional activities that occur during the process of assembling the portfolio (helps to explain why student learning is occurring), and outcomes (what will happen next as the result of doing the portfolio).

The authors contend that all of these factors must be taken into account when designing a portfolio system because what your system will look like depends on the stakeholders, what you want to show in the portfolio, antecedent conditions, etc. There is no simple answer to the question "What should go into a portfolio?" **(TC#150.6MAKOFA)**

Paulson, Leon, Pearl Paulson, and Carol Meyer. *What Makes A Portfolio A Portfolio?* Located in: Educational Leadership, February 1991, pp. 60-63. Also available from: Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, OR 97220, 503-255-1841.

This brief article outlines the authors' perceptions of the characteristics that make the notion of portfolio assessment powerful. These characteristics are illustrated by samples from actual student portfolios. The eight characteristics are:

1. A portfolio must contain information that shows that a student has engaged in self-reflection.
2. Students must be involved in the selection of the pieces to be included.
3. The portfolio is separate and different from the student's cumulative folder.
4. The portfolio must explicitly or implicitly convey the student's activities.
5. The portfolio may serve a different purpose during the year from the purpose it serves at the end. At the end of the year, however, the portfolio may contain only materials that the student is willing to make "public."
6. A portfolio may have multiple purposes.
7. The portfolio could contain information that illustrates growth.

8. The skills and techniques that are involved in producing effective portfolios do not happen by themselves. Students need models of portfolios and how others develop and reflect upon them.

(TC#150.6WHAMAA)

Paulson, Pearl R. *Pilot Composite Portfolio: Developmental Kindergarten*, 1991. Available from: Beaverton School District, 16550 SW Merlo Road, P.O. Box 200, Beaverton, OR 97075, 503-591-8000.

The Developmental Kindergarten is an early childhood education program for mildly to severely handicapped children. The purpose of this composite portfolio was to show the diversity of student needs in the program and document the kinds of learning that are taking place. The pilot will be used to see whether this technique holds promise for program evaluation. This paper describes the purpose for the composite portfolio, how the project got started, the content of the portfolio, and major issues/observations. Student work includes written work, videotapes and audiotapes. Actual samples of student work are not included.

Criteria for judging student progress are discussed. Criteria used for individual students includes developmental rating scales. The criteria for program success is that seven of the eight pilot students made gains in learning in at least three of the four developmental areas. The portfolio for each student is judged by two different people.

(TC#070.3PILCOP)

Paulson, Pearl, and Leon Paulson. *Portfolios: Stories of Knowing*, 1991. Available from: Multnomah Education Service District, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

This article discusses portfolios as stories. The purpose of a portfolio is communication; the items chosen for the portfolio are those that best tell the story. The paper takes the position that these stories should be mostly "autobiographical"--students themselves are the authors, telling their stories of achievement, development, and acomplishment by purposefully choosing samples of work and describing why they were chosen.

(TC#150.6PORSTO)

Paulson, Pearl. *Speech Language Portfolio Project*, 1991. Available from: Beaverton School District, 16550 SW Merlo Road, P.O. Box 200, Beaverton, OR 97075, 503-591-8000.

The Speech Language Portfolio Project is in its developmental phase during school year 1990-91. This paper reports on progress so far. Since the student portfolios have not yet been finalized, no actual samples of student work are included. The paper discusses the purpose for the portfolio, what types of displays are being collected for the portfolios, and the major questions that have arisen so far. The appendices include nice statements of the possible benefits to students and teachers of doing portfolios, and a survey of teacher observations about the project.

(TC#330.6SPELAP)

Pettibone, Timothy, and Russell French, Adel Eadeau, and John Ray Stoker. *Evaluating Innovative Programs: A Symposium Examining Assessment Strategies of the Next Century Schools Projects*, 1991. Available from: University of Tennessee, 212 Claxton Education Building, College of Education, Knoxville, TN 37996, 615-974-2272.

This document is a package of papers given as a symposium session at AERA, 1991. The papers in the package include:

1. Issues in the Assessment of Innovative Programs, Timothy Pettibone. This is an overview of the RJR Nabisco Foundation's program to fund 45 innovative school programs.

2. All the Colors of the Rainbow: Next Century Schools' Assessment Designs, John Ray and Howard Stoker. This is an overview of the evaluation procedures to be used with the programs funded by RJR Nabisco. One display of interest is a sample of the outcomes to be assessed and the means to assess them--portfolios, interviews, interest surveys, attendance, etc.

3. Issues and Uses of Student Portfolios in Program Assessment, Russell French. The author considers definitions, rationale, program evaluation information that could be obtained from examining the portfolios, and a set of development guidelines.

   Program evaluation information includes inputs (e.g., what students know at the beginning of the year, what previous instruction was like, etc.); processes (e.g., what is emphasized during instruction, integration across subject areas, whether instruction is narrowing or broadening, instructional practices, etc.); and outcomes.

   Design guidelines include twelve things, such as developing expectations (criteria), deciding what is to be included, deciding the process by which entries will be rated, deciding whether ratings will be norm- or criterion-referenced, planning the logistics of handling the portfolio, and planning training.

4. Linda Vista School Portfolio System, Adel Nadeau. This paper describes a portfolio system used in the Linda Vista School since 1988 for assessing the reading and writing progress of Chapter 1 students. Information in the paper includes a sample portfolio and a plan for keeping electronic portfolios.

(TC#150.6EVAINP)

Portfolios Useful Assessment Tool. **Located in: Education USA, 32, November 27, 1989, pp. 97-98.**

This is a brief summary of presentations on portfolios made at the NCTE annual meeting in 1989. Four presentations are summarized: Jay Sugarman, discussing the use of portfolios for the improvement of teaching; Pat Belanoff, reviewing six years of experience using portfolios in freshman writing classes; Barbara Morris, outlining the use of portfolios at the University of Michigan; and Michael Flanigan, emphasizing how using portfolios promotes teacher dialogue.

(TC#000.6PORUSA)

Psychological Corporation. *Integrated Assessment System: Mathematics and Language Arts*, 1989. Available from: Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-2498, 512-299-1061,

As of November 1991, complete information on this package is not yet available.

One document we have received provides a brief outline of math and language arts portfolios for grades 1-8. According to Psychological Corporation, "a portfolio is a file or folder containing a variety of information that documents a student's experiences and accomplishments." Thus, this system appears to involve both formal and informal indicators of many aspects of performance. Included in the portfolio system are standardized test scores, curriculum transcripts, a list of awards and distinctions, student work samples, teacher rating scales and student self-evaluations.

The language arts portfolio system includes portfolio folders for each student, a portfolio storage box, reading to write prompts, and teacher training materials. There is a general scoring rubric having three areas: responses to reading (amount of information, accuracy of information, and selection of information); management of content (organization/focus, development and accomplishment of task); and command of language (sentence structure, word choice and grammar/usage/mechanics).

We have also received some of the reading to write prompt packages. These consist of passages to read and a writing assignment on each passage. For example, students might read three expository pieces on mammals and then synthesize the information into a report. Directions, reading passages, response booklets, and scoring guides are included. The teacher is encouraged to use the same interactions with students during the test as he or she would during instruction. For example, if the teacher normally does group prewriting, then this should happen during the test.

The mathematics portfolio system is not described in this document.

(TC#010.3INTASS)

Rief, Linda. *Finding the Value in Evaluation: Self-Assessment in a Middle School Classroom.* Located in: Educational Leadership, March 1990, pp. 24-29.

This article presents a case study to illustrate why and how students should/can choose their own topics and genres for reading and writing; and how promoting self-evaluation can add depth and meaning to learning. No grade level is given, but it seems to be upper elementary.

The author requires students to read at least 30 minutes a day and produce at least five rough draft pages of writing a week. Periodically, the students are asked to rank their work from most effective to least effective and to evaluate it by considering the following questions:

1. What makes this your best piece?
2. How did you go about writing it?
3. What problems did you encounter? How did you solve them?
4. What makes your most effective piece different from you least effective piece?
5. What goals did you set for yourself? How well did you accomplish them?

6. What are your goals for the next 12 weeks?

The author also describes classroom conditions necessary to make the process work.

(TC#470.3FINTHV)

Roettger, D., and M. Szymczuk. *Guide For Developing Student Portfolios*, 1990. Available from: Educational Services, Heartland Area Education Agency 11, 6500 Corporate Drive, Johnston, IA 50131.

This guide was developed to summarize the experiences of a group of teachers who spent a year using portfolios to assess and document student learning. A portfolio is defined as "a collection of evidence used by the teacher and student to monitor the growth of a student's knowledge of content, use of strategies, and attitudes toward the accomplishment of goals in an organized and systematic way." There is assistance with planning for the portfolio, writing goals for students that reflect what they should know and be able to do, planning for integrating assessment and instruction, setting standards, and ways to document student growth.

This document is prepared mainly for training purposes, and emphasizes questions that teachers should answer for themselves while they are integrating assessment and instruction. The document does not illustrate how these questions were answered by this group of teachers. For example, the document does not include any of the following: actual goals written by the teachers; an outline for the content of a portfolio; specific suggestions on how to integrate assessment with instruction; or actual criteria for evaluating portfolios as a whole or individual products within portfolios.

(TC#150.6GUIDEP)

Sack, Mike. *Portfolio Assessment*, 1991. Available from: Urban Corps Expansion Project, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106, 800-727-8900.

Portfolio Assessment is a working draft of guidelines for the preparation of two kinds of portfolios by clients: a development portfolio and an interview portfolio. The paper notes that each purpose addresses a different audience and requires a different portfolio.

The development portfolio is for the student's own use to track progress. A large variety of things could be put in such a portfolio. (The paper provides a long list). The interview portfolio demonstrates a student's academic and employment skills for the purpose of obtaining a job or gaining admission (or credit) to an educational institution. This type should contain examples of best work. (Again, a list of suggestions is provided.)

The paper notes that part of the portfolio process is to develop criteria for judging the entries as evidence of progress. However, these criteria are left up to conferencing between the client and a staff member.

(TC#150.6PORAST)

Scardamalia, Marlene, and Carl Bereiter. *Child as Coinvestigator: Helping Children Gain Insight Into Their Own Mental Processes.* Located in: S.G. Paris, G.M. Olson & H.W. Stevenson (Eds), Learning and Motivation in The Classroom, Hillsdale NJ: Earlbaum, 1983, pp. 61-82.

The main purpose of having this paper in the bibliogrpahy is to help define metacognition. The paper provides a variety of ideas on how to help students become more aware of their mental processes. The purpose is not to enable people to develop a "course" in metacognition, but rather to design regular activities to help bring mental processes out into the open.

The topic of metacognition is important when discussing portfolios because many individuals feel that the process of self-reflection is integral to assembling portfolios. Additionally, taxonomies of metacognitive skills may be useful to develop criteria for assessing the self-reflections of students.

(TC#050.5CHIASC)

Shulman, Lee. *What Makes A Good Teacher?* Located in: Teacher Magazine, November 1989, pp. 35-36.

This article describes an innovative teacher evaluation project at Stanford University involving both teacher portfolios and teacher assessment centers. The assessment centers required teachers to deliver a lecture, plan a lesson with colleagues, and perform other tasks related to their subject area of expertise.

In the portfolio part of the assessment, teachers were asked to compile samples of their work that they thought reflected their best teaching--lesson plans, videotapes and samples of student work. The portfolio included self-reflection. It is unclear from the article how these portfolios were evaluated for quality; however, the author did mention that they allow for differences in style. One drawback of the system is that it is time-consuming and most of the teachers in the project did their portfolios on their own time. The author feels that this type of self-reflection should be built into the regular work-day.

(TC#130.4WHAMAA)

Simmons, Jay. *Adapting Portfolios For Large-Scale Use.* Located in: Educational Leadership, March 1990, p. 28.

This summary briefly describes things one might look for in portfolios as a whole that might be a better measure of student achievement than holistic ratings of single writing samples.

The author requested 27 fifth grade students to select three samples of their best work for a portfolio. The students also wrote an explanation of why the pieces chosen were their best work, and wrote a timed essay . In addition to rating each piece holistically, the author also examined the collection of writings in the portfolio as a whole for:

1. paper length,
2. range of mode(s) of discourse, and
3. the correspondence between student's lists of the strengths represented in their papers and similar lists prepared by raters.

The author found interesting correspondences between these factors and the holistic ratings.

(Included in TC#470.3FINTHV)

Sneed, Don, and Tim Wulfemeyer. *Video Report Cards Provide Comprehensive Evaluations.* Located in: Educator, 44, Winter 1990, pp. 50-56.

This article reports on pilot testing video report cards for college journalism students. Each video was produced by the instructor and contained:

1. An overview of the course and the rationale for the video report card. This information was the same for each student.

2. Excerpts from class activities--clips from field trips, guest speakers, reviewed books, movies, concerts, and art exhibits. This was the same for each student.

3. Copies of graded papers with a discussion of the strengths and weaknesses of a student's writing, suggested areas that needed improvement, cited areas where improvement had occurred, effective aspects, and identified problems with writing mechanics, story organization, information gaps, or unanswered questions. This was individualized for each student.

4. Other pertinent information such as late assignments, lack of effort, absenteeism, and perceived underachievement. This was individualized for each student.

There was a generally favorable response from the parents of students receiving these video report cards.

(TC#150.6VIDREC)

Teacher Assessment Project. *Biology Examiner's Assessment Center Handbook*, May 1989. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

The goals of the Assessment Center in biology are to develop performance exercises that assess knowledge, skills and dispositions as a teacher of biology. This handbook was designed to introduce teachers to Assessment Center exercises. There are three types of exercises: extensions of portfolio information gathered previously, performance of tasks using the information in the portfolio entry as a starting point, and stand-alone exercises that do not use portfolio entries. The tasks involve interviews, written answers and computer responses.

The individual exercises involve reviewing unit plans, discussing student evaluation, monitoring student laboratory work, analyzing alternative instructional materials, reviewing a videotape of an instructional situation, adapting a textbook chapter to one's needs, using the computer as an instructional tool, and discussing a teaching problem. The handbook describes these exercises and how performance will be evaluated.

(TC#130.4BIOEXA)

Teacher Assessment Project. ***Elementary Literacy Assessment Center Examiner's Handbook*****, 1989. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.**

The goals of the Assessment Center are to develop performance exercises to assess a teacher candidate's knowledge, skills and dispositions as a Board certifiable teacher of elementary literacy. This document is the manual used to train evaluators who rated teacher performances during the field test of Literacy Assessment Center exercises.

The manual describes six performance-type exercises related to three strands: assessment of students, integrated language arts instruction, and creating a literate environment. Some of the exercises draw on literacy portfolios previously developed by the teacher candidates. Others are stand alone exercises that simulate teaching situations and are independent of the portfolio entries.

Descriptions of the exercises and rating forms used to judge performance are provided.

(TC#130.4ELELTA)

Teacher Assessment Project. ***Portfolio Development Handbook for Teachers of Elementary Literacy*****, 1988. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.**

This document is the handbook for grade 3 and 4 teachers to use in developing their own literacy portfolios in reading comprehension and composition. For this purpose, a portfolio is defined as a collection of documents that provide evidence of the knowledge, skills and dispositions of an elementary teacher of literacy. Specifications for portfolio entries include four items that relate to integrated language instruction, three that relate to creating a literate environment, and four about assessment of students. Teachers may also present an open entry and a reflective interpretation of any and all entries. The handbook provides guidance on what these entries should be like and how to choose them.

(TC#130.4PORDEH)

Teacher Assessment Project. ***The School Teacher's Portfolio: Practical Issues in Design, Implementation and Evaluation*****, 1988. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.**

In addition to providing a summary of the Teacher Assessment Project, this paper discusses many of the practical issues that were considered in designing, implementing and evaluating the schoolteacher's portfolio.

(TC#130.6SCHTEP)

Teacher Assessment Project. ***Thinking Out Loud: Proceedings of the Teacher Assessment Project Forum on Equity in Teacher Assessment.*** **May 1988. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.**

This paper presents the reactions of seven educators to the work-in-progress of the Teacher Assessment Project.

(TC#130.6THIOUL)

Thompson, Edgar. *Self-Assessment and The Mastery Of Writing.* Located in: Testing In The English Language Arts, Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063, 1985, pp. 55-60.

This article lists six self-reflective and evaluative questions that the author requires students to address for each paper they write. These cover self-reflection on the writing process, peer input and responses, strengths and weaknesses of the paper, what the student wants the teacher to look for in the paper, and what grade the paper should get. The questions, examples of their use, and samples of student work are provided in the article. Grade level is not specified, but it appears to be appropriate for intermediate grades and above.

(TC#470.3SELASA)

Thomson, Peter. *The School Of Hard Knocks: A Study on the Assessment of Experiential Learning, Summary Report*, 1988. Available from: TAFE National Centre for Research and Development, Payneham, Australia. Also available from: Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia, and ERIC ED 295 033. For full report see ERIC CE 050 244.

This article describes a process for assessing adult learners' life experiences for the purpose of granting them exemptions from formal course work. Applicants are assessed using portfolios, structured interviews, and on-the-job ratings. The first two are rated by a three-person panel with expertise in the area to be assessed and training in how to assess the portfolios and interviews.

The portfolio contains an autobiographical narrative, a statement on special competencies, assignments set by a tutor, work samples, testimonials, and references. These are assessed by checking the relevance of competencies claimed against course outcomes and objectives. The interview is structured and is assessed by using a checklist.

If provisional exemption from coursework is granted by the assessment panel, assessment of performance continues on the job in a variety of ways, depending on the area. These could include logs, supervisor ratings, oral tests, etc. Exemption is finalized on the basis of successful progress through all the above stages. The summary document does not contain the actual checklists used to assess the portfolio.

(TC#150.6THESCO)

Valencia, Sheila. *Assessing Reading and Writing: Building a More Complete Picture*, 1989. Available from: University of Washington, Seattle, WA 98195.

The author describes a procedure for developing student portfolios of work in the areas of reading and writing. She advocates collection of responses to a number of tasks that vary along the dimensions of focus (mechanics v. how well something achieved its purpose); structure (structured or naturalistic); locus of control (student self-assessment v. teacher assessment); and instrusiveness. Collecting a variety of outputs for various purposes in various task settings enables one to get a broad picture of achievement. However, the author warns that the content of the portfolio has to be planned so that not everything is included. She recommends three types of content--required (everyone collects the same things in the same way); semi-required (certain types of things are required, but exactly what is kept is up to the teacher and student); and open-ended (the teacher and/or student select any work that they feel exemplifies the student's achievement). The paper is descriptive; no samples of student work are included.

(TC#400.3ASSREA)

Valencia, Sheila. *A Portfolio Approach To Classroom Reading Assessment: The Whys, Whats and Hows.* Located in: The Reading Teacher, January 1990, pp. 338-340.

In addition to discussing the rationale for using portfolios to assess reading, this article also suggests content for reading portfolios, how to select material for a portfolio and how the portfolio should be organized.

The rationale is: 1) sound assessment is anchored in authenticity; 2) assessment must be a continuous process; 3) valid reading assessment must be multi-dimensional; and 4) assessment must provide for active collaborative reflection by both teacher and student.

Content would include samples of the student's work, the teacher's observational notes, the student's own periodic self-evaluation, and progress notes contributed by the student and teacher collaboratively. Specific items to be included would depend on the purpose for the portfolio but include such things as written responses to reading, reading logs, selected daily work, classroom tests, checklists, unit projects, audiotapes, etc. The idea is to have a variety of indicators.

The real value of portfolios, according to the author, lies not in any single approach, but rather in the mind set that assessment is ongoing, and that periodic visits to the portfolio by the teacher and student are instructionally essential.

(TC#440.6APORAP)

Vavrus, Linda. *Put Portfolios To the Test.* Located in: Instructor, August 1990, pp. 48-53.

This paper is designed to be an introduction to the use of portfolios. The author defines a portfolio as a "systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area." There is a brief discussion of the following topics: What will it look like? What goes in? How and when to start? Evaluating portfolios; and Passing Portfolios On. While there are a few concrete examples, most of the article is a list of questions that must be addressed when setting up a portfolio system.

The paper also includes a short interview with Grant Wiggins. His definition of a portfolio appears to include the requirement that portfolios represent students' best work.

(TC#150.6PUTPOT)

Villano, Jim, and Marlys Henderson. *Integrated Language Arts Portfolio*, 1990. Available from: Fairbanks North Star Borough School District, Box 1250, Fairbanks, AK 99707, 907-452-2000.

This draft pilot portfolio system was designed by teachers in the Fairbanks North Star Borough School District during the spring of 1990, and was field tested during the 1990-91 school year. It was designed to be a developmentally appropriate assessment of reading, writing, listening, and speaking in grades 1-2. Some teachers have also included some math and socio/emotional development. The primary audiences for the portfolio were teachers (to plan instruction), parents (during parent conferences), and students (during student conferences). Depending on the teacher, students select some samples of work for the portfolio.

This document includes a blank copy of the portfolio used for students. It includes:

1. A checklist of what needs to be put in the portfolio, and when it should be entered--three reading samples, nine writing samples, and three spelling samples scored using developmental stages; other descriptive information about the student's reading, writing and spelling; and three entries on a listening and speaking checklist.

2. An introduction to the philosophy of the instruction surrounding the portfolio.

3. Various rating forms and checklists. These often have space for "context" comments that will help the observer interpret the performance included in the portfolio. These comments include such things as the circumstances surrounding the production of the piece of writing.

4. Optional and support material such as a blank "interest inventory" interview page to be used by the teacher to report on student statements that indicate their attitude toward reading, writing, etc.

5. An evaluation summary for the year.

6. Space for parent comments both about their child's progress and about how well they like the portfolio way of showing progress.

During a series of personal communications, the developers mentioned the following points:

1. The portfolios are also useful for teaching parents about how students develop in these areas.

2. They are now considering having students participate in the selection of items for the portfolio. Some teachers feel that this is not developmentally appropriate.

3. Teachers report that it takes a lot of time.

4. They are considering adding math and socio-emotional development. Included is a developmental stages rating form from the Connecticut Department of Education that covers both physical development and math.

5. They have developed an information pamphlet for parents about how portfolios will be used in their children's classrooms. This is included.

6. They based their work in developmental spelling on Allyn Snider's Beginning Writing. An excerpt is included.

7. They have experimented with having grade one students evaluate their own writing. The author has some of these papers available, but they are not in this document.

8. They have included a modified six-trait analytical scoring guide in writing for grade two students. They experimented with using it at grade one, but most students were not ready.

9. They have experimented with having students show their work to their parents and explain what it shows about their development. This information is not included.

See Overview of Six Portfolio Assessment Projects in the State of Alaska (TC#150.6OVEOFS) for an interview with the project coordinators and one teacher that was involved with the project.

(TC#070.3INTLAA)

Wiggins, Grant. *Rational Numbers: Toward Grading and Scoring That Help Rather Than Harm Learning.* Located in: American Educator, Winter 1988, pp. 21-48.

This article presents a discussion of the need to have clear criteria for both grading and testing. These critria essentially define what we value in student work. This not only improves consistency in assigning grades or rating performance, but also ensures more clarity for students on expectations and communicates more effectively what to do if performance is not satisfactory. The author presents several examples of criteria. These examples include: seven general criteria for any course of study, oral presentations, writing, and science. The author also discusses ways of making grading uniform across teachers and different grading approaches.

Although not directly about portfolios, this article reinforces the need to have criteria for evaluating portfolios. These criteria must make public what we value so that we know what to teach, students can evaluate their own work, portfolios can be assessed.

(TC#150.6RATNUM)

Wilson, Jill. *The Role of Metacognition in English Education.* Located in: English Education, 17, December 1985, pp. 212-220.

Although not strictly about portfolios, this article is included because of the general feeling that portfolios should require some degree of student self-reflection, and should be analyzed for evidence of student metacogntion. This article helps define what metacogntion is and provides examples of how to teach metacognitive skills. The basic defintion of metacognition in the article is "knowledge and control of one's own cognitive processes."

(TC#050.5ROLOFM)

Wolf, Dennie P. *Arts PROPEL.* As described in: *Opening Up Assessment,*" Educational Leadership, January 1988; *Arts PROPEL*, Educational Testing Service and Harvard Project Zero, Harvard Graduate School of Education, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138.

Arts PROPEL is a cooperative research project concerned with arts education at the junior and senior high school levels. Its goal is to devise assessments of student learning which are "systematic, powerful and tuned to the central issues in artistic development."

Portfolios, as used in Arts PROPEL, have three parts. First is a comprehensive folder of student work during a course. Second, are targeted portfolios which contain work selected from the folder by the student to convey certain aspects of learning and performance. Third, are supplemental materials comprising such things as discussion notes, student self-reflections, notes for ideas, etc.

The associated article by Wolf elaborates on the rationale for the portfolios and draws some parallels to other subject areas.

(TC#810.3ARTPRO)

Wolf, Dennie P. ***Portfolio Assessment: Sampling Student Work.*** **Located in: Educational Leadership, April 1989, pp. 35-39.**

This article discusses the rationale for alternative forms of assessment and, specifically, the rationale for use of portfolios as an instructional tool in the PROPEL project in Pittsburgh Public Schools. The portfolio is a working document assembled by students which includes "biographies of works" (the history of development of a piece), a range of works, and "reflections" (student self-reflection on their work). A few samples of student work are included.

(TC#400.6PORTAS)

Portfolio References Classification Scheme

Primary Focus of the Article

Theory--*paper discusses reasons to use portfolios or issues regarding portfolios*
Example--*an actual portfolio system is described*
Related--*the article may not be directly about portfolios, but is related, such as a newsletter about portfolios, or scoring rubrics*

Purpose for the Portfolio Scheme Described

Alternate Credit--*to obtain credit for a course not actually taken*
Celebration--*as a celebration of what a student has accomplished*
College Entrance--*as a selection mechanism for a college or university*
Curriculum or Program Evaluation--*to evaluate curriculum or a program*
Grading--*to assign grades in classes*
Graduation Requirement--*as a graduation requirement*
Instruction (classroom)--*as a classroom instructional tool*
Job Application--*to supplement a vita*
Large-Scale Assessment/Accountability--*as a means of collecting a broader range of performance for large-scale assessment*
Minimum Competency Assessment--*to certify student minimum competence*
Needs Assessment--*to assess the needs of students, communities, teachers, etc.*
Parent Conferences--*to use to communicate with parents*
Placement in Classes or Programs
Teacher Self-Reflection--*for teachers to use to think about what worked and what didn't*

Subject Area Covered

All--*cross-disciplinary; more than one subject, but the subjects are not integrated*
Art
Health
Interdisciplinary--*work represents tasks that combine subject areas, as in thematic units*
Language Arts (integrated)
Math
Reading
Science
Writing
Other

Grade Level

Primary--*K-3*
Elementary--*4-6*
Secondary--*7-12*
Post-secondary--*college and university*
Special Education
All

Type of Portfolio

Individual--*contains the work of only one person*
Composite--*contains work across individuals*

Features of Portfolio System/Article

Includes Criteria: content--*individual entries*
whole portfolio
metacognition--*self-reflection*
Includes samples of student work
Discusses metacognition
Includes help with implementation
Discusses student self-selection
Degree of structure: low--*there is great leeway for what is included*
medium--*categories of entries are required, but choice of work within each category is open*
high--*exact work to be placed in the portfolio is specified*

Professional Portfolios--*portfolios for teachers, principals and other staff*

Catalogs

11-1-91
jaa:kp

Portfolio Resources Classification Scheme

November 1991

Primary Focus of the Article

Theory

Anson, 1988; Arter and Paulson, 1991; Arter, and Spandel 1991; Buell, 1991; Camp, 1990; Collins, 1990; EQUALS Project 1989; Eresh, 1990; Gardner, 1989; Howard, 1990; Jongsma, 1989; Macintosh, 1989; Meyer and Schuman, 1990; Murphy, 1990; Myers, 1987; Northwest Evaluation Assn 1989; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#150.6INSANO); Paulson, 1991 (TC#150.6MAKOFA); Paulson, 1991 (TC#150.6WHAMAA); Paulson, 1991 (TC#330.6SPELAP); Paulson and Paulson 1991; Pettibone, 1991; Portfolios Useful Assessment Tool 1989; Roettger, 1990; Valencia, 1989; Valencia, 1990; Vavrus, 1990; Wolf, 1988; Wolf, 1989.

Example

Arter and Calkins, 1991; Auty, 1990; Brewer, 1990; Brewer, Fall 1990; Burnham, 1986; Calkins, 1991; Community Experiences for Career Education, Inc. undated; Cowan, 1990; Curran, 1989; Della-Piana, 1989; Elbow, 1986; Elliott, 1990; Flood, 1989; Frazier, 1991; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Kirkman, 1990; Koppert, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Lewis, , August 2, 1990; Little, 1988; Marienberg, 1990; Mathews, 1990; Mumme, 1990; Murdick, 1991; Northwest Evaluation Association 1991; Paulson, 1991 (TC#330.6SPELAP); Olson, 1991; Oregon City High School Students 1990; Parr, 1990; Paulson, 1991 (TC#070.3PILCOP); Psychological Corp., 1989; Rief, 1990; Sack, 1991; Simmons, 1990; Sneed, 1990; Thomson, 1988; Villano, 1990; Wolf, 1988.

Related

Brewer, 1991; Buell, 1991; Buxton, 1982; Cooper, 1990; Donaldson, , 1991; Johns, 1990; Knight, 1990; Meyer, 1990; Monier, 1990; Scardamalia, 1983; Thompson, 1985; Wiggins, 1988; Wilson, 1985.

Purpose for the Portfolio Scheme Described

Alternate Credit

Community Experiences for Career Education, Inc. undated; Thomson, 1988.

Celebration

Olson, 1991.

College Entrance

Anson, 1988; Parr, 1990.

Purpose for the Portfolio Scheme Described--continued

Curriculum or Program Evaluation

Arter and Calkins, 1991; Auty, 1990; Lewis, August 2, 1990; Pettibone, 1991.

Grading

Burnham, 1986; Hancock, 1991; McLean, 1990; Mumme, 1990; Murdick, 1991; Sneed, 1990.

Graduation Requirement

Monier, 1990.

Instruction (classroom)

Burnham, 1986; Calkins, 1991; Camp, 1990; Cowan, 1990; Craig, 1990; Della-Piana, 1989; Eresh, 1990; Hays, 1987; Kilmer, 1990; Kirkman, 1990; Knight, 1990; Koppert, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Marienberg, 1990; Mathews, 1990; McLean, 1990; Mumme, 1990; Northwest Evaluation Association 1991; Oregon City High School Students 1990; Paulson, 1991 (TC#150.6WHAMAA); Psychological Corp., 1989; Rief, 1990; Roettger, 1990; Thompson, 1985; Valencia, 1990; Vavrus, 1990; Villano, 1990; Wilson, 1985; Wolf, 1988; Wolf, 1989.

Job Application

Hulsart, 1990; Sack, 1991.

Large-Scale Assessment/Accountability

Brewer, 1990; Brewer, Fall 1990; Calkins, 1991; Meyer and Schuman 1990; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#330.6SPELAP); Simmons, 1990.

Minimum Competency Assessment

Curran, 1989; Elbow, 1986.

Needs Assessment

Paulson, 1991 (TC#070.3PILCOP).

Parent Conferences

Flood, 1989; Little, 1988.

Placement in Classes or Programs

Elliott, 1990.

Teacher Self-Reflection

Frazier, 1991.

Subject Area Covered

All

Donaldson, 1991; Little, 1988; Macintosh, 1989; Northwest Evaluation Association 1991; Olson, 1991; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#150.6INSANO); Paulson, 1991 (TC#150.6MAKOFA); Paulson and Paulson, 1991; Roettger, 1990; Scardamalia, 1983; Thomson, 1988; Vavrus, 1990; Wiggins, 1988; Wilson, 1985.

Art

Wolf, 1988.

Health

Arter and Calkins, 1991.

Interdisciplinary

Anson, 1988; Community Experiences for Career Education, Inc. undated; Hulsart, 1990; Kilmer, 1990; Monier, 1990; Parr, 1990; Paulson, 1991 (TC#070.3PILCOP); Sack, 1991; Villano, 1990.

Language Arts (integrated)

Calkins, 1991; Cowan, 1990; Jongsma, 1989; Kirkman, 1990; Koppert, 1991; Northwest Evaluation Association 1991; Paulson, 1991 (TC#330.6SPELAP); Psychological Corp., 1989; Sneed, 1990.

Math

Brewer, 1990; Cowan, 1990; EQUALS Project 1989; Mumme, 1990; Psychological Corp., 1989.

Reading

Cowan, 1990; Flood, 1989; Hays, 1987; Knight, 1990; Mathews, 1990; Valencia, 1989; Valencia, 1990.

Science

Collins, 1990.

Writing

Auty, 1990; Brewer, Fall 1990; Burnham, 1986; Camp, 1990; Craig, 1990; Curran, 1989; Della-Piana, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood, 1989; Frazier, 1991; Hancock, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Lewis, August 2, 1990; Marienberg, 1990; McLean, 1990; Murdick, 1991; Northwest Evaluation Assn 1989; Oregon City High School Students 1990; Rief, 1990; Simmons, 1990; Thompson, 1985; Valencia, 1989; Wolf, 1989.

Subject Area Covered--continued

Other

Grade Level

Primary

Auty, 1990; Calkins, 1991; Cowan, 1990; Della-Piana, 1989; Koppert, 1991; Lewis, 1989; Lewis, 1990; Lewis, August 2, 1990; Mathews, 1990; Paulson, 1991 (TC#070.3PILCOP); Psychological Corp., 1989; Villano, 1990.

Elementary

Brewer, 1990; Brewer, Fall 1990; Cowan, 1990; Della-Piana, 1989; Flood, 1989; Frazier, 1991; Kilmer, 1990; Knight, 1990; Lewis, 1989; Lewis, 1990; Mumme, 1990; Psychological Corp., 1989; Rief, 1990; Simmons, 1990.

Secondary

Brewer, 1990; Brewer, Fall 1990; Community Experiences for Career Education, Inc. undated; Craig, 1990; Elliott, 1990; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Krest, 1990; Marienberg, 1990; McLean, 1990; Monier, 1990; Murdick, 1991; Oregon City High School Students 1990; Parr, 1990; Psychological Corp., 1989; Sack, 1991; Thompson, 1985; Thomson, 1988.

Post-secondary

Anson, 1988; Burnham, 1986; Curran, 1989; Elbow, 1986; Portfolios Useful Assessment Tool 1989; Sneed, 1990.

Special Education

Frazier, 1991; Paulson, 1991 (TC#070.3PILCOP); Paulson, 1991 (TC#330.6SPELAP).

All

Arter and Calkins, 1991; Camp, 1990; Donaldson, 1991; Eresh, 1990; Kirkman, 1990; Little, 1988; Macintosh, 1989; Olson, 1991; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#150.6INSANO); Paulson, 1991 (TC#150.6MAKOFA); Paulson, 1991 (TC#150.6WHAMAA); Paulson and Paulson, 1991; Roettger, 1990; Scardamalia, 1983; Valencia, 1989; Vavrus, 1990; Wiggins, 1988; Wilson, 1985; Wolf, 1988; Wolf, 1989.

Type of Portfolio

Individual

Anson, 1988; Brewer, 1990; Brewer, Fall 1990; Burnham, 1986; Calkins, 1991; Camp, 1990; Community Experiences for Career Education, Inc. undated; Cowan, 1990; Craig, 1990; Curran, 1989; Della-Piana, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood,

Type of Portfolio--continued

Individual--continued

1989; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Kirkman, 1990; Koppert, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Little, 1988; Marienberg, 1990; Mathews, 1990; McLean, 1990; Monier, 1990; Mumme, 1990; Murdick, 1991; Northwest Evaluation Association 1991; Oregon City High School Students 1990; Parr, 1990; Paulson, 1991 (TC#330.6SPELAP); Paulson, 1991 (TC#150.6WHAMAA); Psychological Corp., 1989; Rief, 1990; Roettger, 1990; Sack, 1991; Simmons, 1990; Sneed, 1990; Thomson, 1988; Valencia, 1989; Valencia, 1990; Vavrus, 1990; Villano, 1990; Wolf, 1988; Wolf, 1989.

Composite

Arter and Calkins, 1991; Arter and Paulson, 1991; Auty, 1990; Frazier, 1991; Meyer and Schuman, 1990; Olson, 1991; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#070.3PILCOP).

Features of Portfolio System/Article

Includes Criteria: content

Brewer, 1990; Brewer, Fall 1990; Buxton, 1982; Calkins, 1991; Craig, 1990; Frazier, 1991; Kirkman, 1990; Knight, 1990; Koppert, 1991; Lewis, 1989; Monier, 1990; Northwest Evaluation Association 1991; Oregon City High School Students 1990; Paulson, 1991 (TC#070.3PILCOP); Psychological Corp., 1989; Villano, 1990; Wiggins, 1988.

Includes Criteria: whole portfolio

Brewer, 1990; Brewer, Fall 1990; Elliott, 1990; Mumme, 1990; Simmons, 1990.

Includes Criteria: metacognition

Calkins, 1991; Donaldson, 1991; Marienberg, 1990; Wolf, 1989.

Includes samples of student work

Auty, 1990; Craig, 1990; Elliott, 1990; Frazier, 1991; Knight, 1990; Lewis, 1989; Rief, 1990.

Discusses metacognition

Brewer, 1990; Brewer, Fall 1990; Calkins, 1991; Camp, 1990; Craig, 1990; Curran, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood, 1989; Frazier, 1991; Howard, 1990; Kilmer, 1990; Knight, 1990; Krest, 1990; Lewis, 1989; Little, 1988; Marienberg, 1990; Mathews, 1990; Northwest Evaluation Association 1991; Olson, 1991; Paulson, 1991 (TC#330.6SPELAP); Paulson, 1991 (TC#150.6WHAMAA); Rief, 1990; Scardamalia, 1983; Simmons, 1990; Thompson, 1985; Wilson, 1985; Wolf, 1988; Wolf, 1989. .

Features of Portfolio System/Article--continued

Includes help with implementation

Burnham, 1986; Camp, 1990; Eresh, 1990; Howard, 1990; Lewis, 1990; Lewis, August 2, 1990; Paulson, 1991 (TC#330.6SPELAP); Psychological Corp., 1989; Rief, 1990.

Discusses student self-selection

Brewer, 1990; Brewer, Fall 1990; Buell, 1991; Calkins, 1991; Camp, 1990; Community Experiences for Career Education, Inc. undated; Craig, 1990; Curran, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood, 1989; Frazier, 1991; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Kirkman, 1990; Koppert, 1991; Krest, 1990; Little, 1988; Marienberg, 1990; McLean, 1990; Monier, 1990; Murdick, 1991; Northwest Evaluation Association 1991; Olson, 1991; Parr, 1990; Paulson, 1991 (TC#330.6SPELAP); Sack, 1991; Simmons, 1990; Thomson, 1988; Valencia, 1989; Vavrus, 1990; Villano, 1990; Wolf, 1988; Wolf, 1989.

Degree of structure: low

Arterm and Calkins, 1991; Camp, 1990; Eresh, 1990; Hulsart, 1990; Kilmer, 1990; Little, 1988; Olson, 1991; Parr, 1990; Sack, 1991; Simmons, 1990; Wolf, 1988; Wolf, 1989.

Degree of structure: medium

Brewer, 1990; Brewer, Fall 1990; Burnham, 1986; Calkins, 1991; Community Experiences for Career Education, Inc. undated; Craig, 1990; Curran, 1989; Elbow, 1986; Elliott, 1990; Flood, 1989; Frazier, 1991; Hays, 1987; Kirkman, 1990; Krest, 1990; Lewis, 1989; Marienberg, 1990; Monier, 1990; Northwest Evaluation Association 1991; Thomson, 1988; Valencia, 1989; Vavrus, 1990; Villano, 1990.

Degree of structure: high

Cowan, 1990; Koppert, 1991; Mathews, 1990; Psychological Corp., 1989; Sneed, 1990.

Professional Portfolios

Bird, 1988; Bird, 1989; Cowan, 1989; Shulman, 1989; Teacher Assessment Project 1988 (TC#130.4PORDEH); Teacher Assessment Project 1988 (TC#130.6SCHTEP); Teacher Assessment Project 1989 (TC#130.4ELELTA); Teacher Assessment Project, May 1988 (TC#130.6THIOUL); Teacher Assessment Project, May 1989 (TC#130.4BIOEXA).

Catalogs

Psychological Corporation, 1989.

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PART 2: PORTFOLIO RESOURCES UPDATE

November 31, 1991

This update summarizes articles reviewed since the revision, earlier this month, of the prior bibliography, now called *Portfolio Resources*. (*Portfolio Resources* reorganizes and updates all articles collected and summarized in versions of the bibliography produced between December 1989 and July 1991, and adds an index.) New articles will be summarized periodically and issued as updates to *Portfolio Resources*. In November 1992, the articles on these updates will be merged with *Portfolio Resources*.

Articles for this update were obtained from a number of sources including submissions from those pursuing portfolio projects, and articles obtained by those involved in consortium projects in Alaska (Bob Silverman, 907-465-2806) and the Northwest (Alan Olson, 503-624-1951).

Presence on this list does not necessarily imply endorsement; all articles are listed solely to provide ideas to those pursuing these topics. For more information please call Judy Arter or Ann Davis (503-275-9500).

Armstrong, Dale. *Student Assessment Portfolio System*, 1991. Available from: Edmonton Public Schools, Centre for Education, One Kingsway, Edmonton, Alberta, Canada T5H 4G9, 403-429-8300.

This paper briefly describes the Edmonton student portfolio assessment system, which is used to collect and organize the student work produced through the "growth measure," in which a theme is carried through six performance tasks designed to elicit behaviors relating to six district goals (communication, responsible citizenship, well-being, knowledge, inquiry skills, and aesthetic appreciation). A sample of these portfolios are analyzed at the district level.

This entry includes the detailed instructions for the 1991 Growth Measure. The theme for this assessment is "patterns." This theme is carried through six tasks that bring in art, music, math, reading, and writing. The student also reflects on the activities as a whole.

No performance criteria or samples of student work are included. However, the package does include a videotape of students engaging in these activities.

(TC#150.6EDMSTP)

Archibald, Doug, and Fred Newmann. *Beyond Standardized Testing*, 1988. Available from: National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

In this monograph, the authors discuss the need for alternative assessments and provide examples of systems being tried in various places. Some interesting points are:

1. The authors define "authentic" academic achievement as reflecting "the kinds of mastery demonstrated by experts who create new knowledge." Such disciplined inquiry includes three features: substantive and procedural knowledge, in-depth understanding, and moving beyond knowledge created by others.

2. The authors provide examples of three types of alternative assessments that might be used to assess authentic academic achievement:

(a) Performance assessments would be used to measure discrete competencies, e.g., writing, speaking, ability to conduct experiments, etc. Examples are Alverno College's In-Basket Exercises, NAEP's science pilot, and Adam Co. (Colorado) School District's analytical writing assessment.

(b) Exhibitions would be used to measure competencies used in unison to produce a product. One type of exhibition is the senior project. Examples of senior projects are given from Jefferson County High School (Evergreen, Colorado), and Walden III High School (Racine, WI).

(c) Portfolios and profiles would be used to document a student's experiences and accomplishments. Examples from the previously cited senior projects are mentioned.

3. The authors present some ideas on aggregating information to assess organizational academic quality, and how to begin to implement an alternative assessment plan.

(TC#150.6BEYSTT)

Asp, Elliott. *Littleton Alternative Assessment Project*, 1991. Available from: Littleton Public Schools, 5776 S. Crocker Street, Littleton, CO 80120, 303-795-7007.

This package includes handouts used by the project at the *ASCD Consortium on Expanded Assessment* meeting, November 5-6, 1991 in San Diego. Features of the project included in the package are:

- The district adopted a policy statement that endorses site-based definition of outcomes and assessment design. All outcomes need to be based on seven board-adopted general goals for students.
- The district provides resources, examples, staff development and technical assistance to buildings upon request.
- The district recognizes the need for systemic change; one can't just change assessment. Assessment, instruction, curriculum, and school structure are all intertwined.

The package includes a brief description of the approaches several buildings have taken to this site-based effort. There is one extensive example of a grade five research report project, including scoring guides.

(TC#150.6LITALA)

Bishop, Wendy. *Revising the Technical Writing Class: Peer Critiques, Self-Evaluation, and Portfolio Grading.* Located in: <u>The Technical Writing Teacher, 16</u>, 1989, 13-25.

This paper proposes that technical writing classes include more than just the conventions of writing in a particular discipline. They should also attend to the rhetorical principles that underlie all writing. The author has tried several activities in her class to promote this idea: students analyze their own writing process; students interview writers in their field; students generate critique sheets and critique each other's work; and portfolios.

The paper includes criteria students have developed to critique technical writing, and lots of help with implementing these ideas, including incorporating them into grading.

(TC#470.6REVTEW)

Braunger, Jane. *Portfolios in the Language Arts Classroom: Some Observations*, 1991. Available from: Portland Public Schools, 531 S.E. 14th St., Portland, OR 97214, 503-249-2000.

This paper presents some of the questions that have arisen from a group of teachers attempting to implement portfolios in their classrooms in Portland Public Schools, and presents some possible directions for discussion of these questions. Questions include such things as: "What is a portfolio?", "What goes into a portfolio?", and "Who owns the portfolio?" Discussion surrounding these questions includes observations and comments by teachers involved in the project.

(TC#499,6PORLAC)

Camp, Roberta and Denise Levine. *Portfolios Evolving: Background and Variations in Sixth- Through Twelfth-Grade Classrooms.* Located in: Pat Belanoff and Marcia Dickson (Eds.), Portfolio Grading: Process and Product, 1990, Boynton Cook Publishers, Portsmouth, NH.

This paper was one of several given at the *ASCD Mini-Conference on Redesigning Assessment, Washington, DC, December, 1990.* The paper describes how Arts PROPEL came up with the portfolio model they use, and some of the lessons learned in the process. The authors make the following points:

1. The rationale for using portfolios in instruction is that the process aligns with several current trends in education relating to teacher professionalism and students as active learners who take responsibility for their own learning.

2. Through experimentation, they have found four features of portfolios that help to accomplish professionalism and student responsibility for learning--collecting multiple samples of student work, having a variety of purposes for the work chosen, including evidence of the process students went through in producing the work, and self-reflection.

3. To begin portfolios in the classroom one first teaches students to self-reflect using modeling, oral reflection, and short written comments; then students select one piece using questions to guide reflection; finally, students consider multiple dimensions to select work.

(TC#470.6POREVB)

Carr, Barbara. *Portfolios: A Mini-Guide.* Located in: School Arts, 86, 1987, 55-56.

This short paper provides help on how to begin portfolios with students (in art). Her suggestions include: work as a team, let students put in anything they want, revise the content on a regular basis, organize work into categories, select the best work from each category and use it as a standard, show off both strengths and versatility, package it well.

(TC#810.6PORFOL)

Costella, Lorraine. *Essential Curriculum: Learning and Assessment in Frederick County Public Schools; An Overview of Assessment that Promotes Learning*, 1991. Available from: Essential Curriculum Committee, Frederick County Public School System, 115 E. Church St., Frederick, MD 21701, 301-694-1052.

"Concurrent with a statewide change from norm-referenced achievement testing to performance-based assessments,...the Frederick County Public School System is implementing a criterion-referenced evaluation system in all grades and subjects... Classroom teachers have been primary agents in determining the essential curriculum and designing authentic assessments..."

This entry is a handbook designed by the district to articulate this assessment philosophy and provide guidance on development of alternative assessments. The document includes an extensive reading assessment exercise with a scoring guide, and a student response for one phase of the assessment--critical analysis of the selection.

(TC#150.6FRECOA)

Frazier, Darlene and F. Leon Paulson. *Portfolio Assessment: Students Finding a Voice*, 1991. Available from: Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, OR 97220, 503-255-1841.

This is one special education teacher's story of developing a composite writing portfolio for 4th grade learning disabled students. As part of a class she was taking on portfolios, she asked her students to help her put together a portfolio by selecting their own work that would show what they are learning. Thus, the portfolio was to contain more than one students' work, and was to help the teacher self-reflect on herself as a teacher.

By midyear the students wanted their own portfolios. The teacher emphasizes the need for self selection and self evaluation to build ownership.

(TC#470.3PORASF)

Herter, Roberta. *Writing Portfolios: Alternatives to Testing.* Located in: English Journal, January 1991, 90-91.

This short article relates one teacher's observations of the positive effect that using portfolios has had on her grade 11 students. These positive effects have included: students taking responsibility for learning, increasing insight, becoming a community of writers, collaborating and cooperating, seeing themselves as writers, and developing and using criteria to critique writing. The article emphasizes the central importance of self-reflection.

(TC#470.6WRTPOA)

Hunt, David. *Preparing a Portfolio.* Located in: The Instrumentalist, 41, 1986, 30-38.

This article contains recommendations for a professional portfolio for music teachers. Suggestions for things to include are: vita, educational philosophy, recommendations, contest results, concert programs, letters from students, taped work samples, compositions, field shows, awards, publications, curriculum, and newspaper clippings. The article also has suggestions for packaging and presenting the portfolio.

(TC#810.4PREAPO)

International Reading Association. *Portfolios Illuminate the Path for Dynamic, Interactive Readers.* Located in: Journal of Reading, May 1990, 644-647.

This paper discusses the importance of classroom assessment in reading and how portfolios are one tool for this purpose. The authors present a general overview of what could be accomplished with students by doing portfolios, the importance of student self-reflection, and how portfolios might be used in the classroom.

(TC#440.6PORILP)

LeMahieu, Paul. *Writing Portfolio; Current Working Model*, 1991. Available from: PROPEL, Pittsburgh Public Schools, Division of Writing & Speaking, 341 S. Bellefield Ave., Pittsburgh, PA 15213, FAX: 412-622-8578.

The Arts PROPEL project at Pittsburgh Public Schools has renamed its project simply "PROPEL." This package contains handouts from a presentation by Paul LeMahieu and Dennie Wolf at the *ASCD Consortium on Expanded Assessment* meeting, November 5-6, 1991 in San Diego. The package includes statements of philosophy, directions for students and others on how to do the portfolio, and forms that become portions of the portfolio. Some examples include:

- Forms for students to fill out that become the table of contents for the portfolio and the rationale for why each piece was chosen.
- A list of clues for knowing when students are ready to do portfolios
- Questions to prompt self-reflection on writing.
- Instructions to students on how to review and update their portfolios.
- A form for parents to use to review their child's portfolio, and another for students to use to respond to their parents' review.
- Student directions and forms for the "free pick"--the pieces in the portfolio that students have free choice to include.
- A framework for evaluating the portfolio as a whole

(TC#470.3WRIPOC)

Meyer, Carol. *Assessment Court*, 1991. Available from: Beaverton Schools, P.O. Box 200, Beaverton, OR 97075, 503-649-0480.

This is the script for a skit given at the NWEA alternative assessment conference, October 1991. Three sketches, simulating court cases, illustrate the importance of student ownership of the portfolio, issues surrounding the standardization of portfolios, and problems associated with adopting a prepackaged portfolio system.

(TC#150.6ASSCOU)

Nuchow, Lauren. *Portfolio: The Newsletter of Arts PROPEL*, 1990. Available from: The Arts PROPEL Project, Division of Cognitive and Instructional Science, Educational Testing Service, 18-R, Princeton, NJ 08541.

This entry contains the first six issues (February 1987-November 1990) of the Arts PROPEL newsletter. Articles include: descriptions of the Arts PROPEL project; the importance of student self-reflection; how portfolios are implemented and used by various teachers; etc. There are lots of samples of student work.

(TC#150.6PORNEA1)

Price, Karen. Developing a *"Portfolio Culture" in the Artroom Under Various Classroom Conditions*, undated. Available from: Project Zero, Harvard Graduate School of Education, 323 Longfellow Hall, 13 Appian Way, Cambridge, MA 02138.

This paper was written by a classroom teacher participating in the Arts PROPEL project. It focuses on help with implementation of portfolios in individual classrooms, and contains:

- A definition of "portfolio culture"--"A portfolio culture creates an atmosphere in the classroom in which students view themselves as novice artists working on long-term projects similar to those that all artists grapple with."
- What goes into a portfolio--all drafts, written reflections, all finished work, and journals/sketchbooks.
- How to use portfolios in the classroom--daily, ongoing self-reflection and more formal periodic and long term self-reflection.
- Suggestions for some exercises to prompt students to self-reflect.
- Suggestions for large class sizes.

(TC#810.6DEVAPO)

Simmons, Jay. *Portfolios as Large-scale Assessment.* Located In: Language Arts, 67, 1990, 262-67.

This paper reports on the results of a study in which information from portfolios was aggregated across 27 randomly-selected fifth graders. The portfolios consisted of one timed writing sample and three other pieces. Each paper was annotated with the period of time over which it was written. Other information collected included paper length and modes of discourse. Papers were scored holistically. Timed and untimed samples were compared in a number of ways. Three interesting findings included:

- Low achieving students are penalized by a timed writing sample.
- Fifth graders can write description and exposition when required, but prefer to write narratives or poetry, in which they can write better.
- Average writers worked less long on papers than either low scoring or high scoring writers.

(TC#470.3PORASL)

Stalker, Veronica. *Urbandale Alternative Assessment Project*, 1991. Available from: Urbandale Community Schools, 7101 Airline Avenue, Urbandale, IA 50322, 515-253-2300.

Urbandale High School is "working to implement authentic forms of assessment throughout all of the disciplines." In all subject areas, teachers are asked to develop at least one "authentic" unit in which students are given an engaging task and which are assessed using a predefined rubric.

This package contains Urbandale's policy statement setting up this effort, and includes five samples of these units: projects on the environment, earthquakes, writing in math, and American history.

In a personal communication, the teacher developing the American history units makes the following points:

- She has seen students empowered by clear performance targets presented ahead of time.
- Assessment is daily and on-going.
- Having an "authentic final" did not work if the rest of the class is lecture based. Students need practice with open-ended units and performance criteria.
- The biggest challenge is not coming up with the tasks for the "authentic units" but coming up with good performance criteria, and clearly communicating these to students.
- In the past, she has developed a different set of performance criteria for each task report. However, now she sees that there are common threads through them, and she feels she can come up with a "master rubric" that can apply across many reports. To this master rubric, criteria specific to a given task or report can be added. The master rubric will include such things as accuracy of historical facts and how interesting the report is to read.

(TC#000.3URBALA)

Sugarman, Jay. *Teacher Portfolios Inform Assessment.* Located in: The American Educator, May 1989, 5-6. Also located in: Harvard Education Letter, 5, 1989, 5-6.

This article briefly describes a research project designed to examine the extent to which a teacher portfolio can contribute to a richer, more contextual assessment of teaching. There is a brief description of the project and quotes from participating teachers.

(TC#130.4TEAPOI)

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. *Portfolio Assessment in the Reading-Writing Classroom*, 1991. Available from: Christopher Gordon, Publishers, Inc., Norwood, MA.

This book was designed for classroom teachers, and the information is presented in a very user-friendly style and format. The authors discuss issues surrounding assessment and portfolios,

provide many examples of portfolios systems, explore the ways that portfolios can be used instructionally, and show examples of criteria for assessing portfolio entries, portfolios as a whole, and metacognitive letters.

(TC#400.6PORASC)

Unanue, Ginny. *Portfolio Assessment--An Old Technique*, 1991. Available from: Magnolia School, Carlsbad School District, 801 Pine Ave., Carlsbad, CA 92008.

This document describes one teacher's experience with portfolios. She provides ideas and suggestions in the following areas:

- The necessity to annotate every entry in the portfolio, and how to do it.
- How to keep parents aware of student work while still keeping work in the portfolios.
- The types of things that could be put in a portfolio.
- Writing abilities to be expected at various grade levels (1-6).
- Criteria for assessing handwriting, response to literature, and narrative writing (tall tale).

(TC#400.6CARPOA)

Vermont Department of Education. *"This Is My Best": The Report of Vermont's Writing Assessment Program*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05620, 802-828-3135.

This report describes the results of the pilot year of the Vermont Writing Portfolio used for large-scale statewide assessment in grades 4 and 8. (The portfolio itself is also described in 470.3VERWRI2.) The report includes information about:

- The criteria used to assess the entries in the portfolio (a five-trait analytical model).
- An outline of the content of the portfolios.
- The results of the assessment and the relationship of writing to a survey also given to students.
- A reflection on the pilot assessment.
- Sample student papers that illustrate student performance.

(TC#470.3REPOFV)

Vermont Department of Education. *Looking Beyond "The Answer": The Report of Vermont's Mathematics Portfolio Assessment Program*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05620, 802-828-3135.

This is the report of the pilot year of Vermont's grade 4 and 8 mathematics portfolio system used for large-scale assessment. The report contains information on the rationale for the portfolio approach, a description of what students were to include, a description of the criteria used to

evaluate the portfolios (with sample student performances to illustrate the scoring scale), the scoring and training process, results, and what was learned about large-scale assessment using portfolios.

The parts of the assessment included assessing students' "best piece" and assessing the portfolio as a whole. In the next assessment, a multiple-choice test will be added to measure concepts and procedures.

The criteria actually used to evaluate the portfolios were modified from those described in the preliminary working documents (see 500.3VERMAP). For "best piece," criteria addressed problem solving and communication. For the portfolio as a whole, criteria covered instructional opportunities, math concepts, and dispositions.

Two interesting results were:

- They did not formally score portfolios for dispositions this year; they just gathered statements from student work that might help in developing a scale for future assessments. (Several of these statements are included in the report.)

- Only 58% of the portfolios in grade 8 and 83% in grade 4 were scorable; that is, a large proportion of the entries (at least in grade 8) did not have enough "text" to score (they contained such things as drill sheets and multiple-choice problems). They hypothesize that this was due to the generality of the guidelines for specifying what was to be included in the portfolio.

(TC#500.3REPOFV)

Villano, Jim. *Fairbanks Metacognitive Cover Letter Exercise*, 1991. Available from: Fairbanks North Star Borough School District, P.O. Box 71250, Fairbanks, AK 99707, 907-452-2000.

This document describes an exercise designed to get seventh grade students to analyze metacognitive letters in preparation for writing their own. Students are given nine metacognitive letters and are asked to guess the grade level of the students writing each, and why they came to the conclusions they did. Then students list all the different types of statements that students made in these letters, and, finally, pick the best letters and discuss what made them good. Copies of the letters and a description of the exercise are included.

(TC#470.6FAIMEL)

Winbury, John and Christine Evans. *Poway Portfolio Project*, 1991. Available from: Poway School District, 10621 Birch Bluff, San Diego, CA 92131.

This paper describes the first three years of a portfolio project at the elementary school level in Poway, CA. It includes the performance criteria for reading, writing, listening and speaking in grades K-5. There are also criteria for evaluating the collection of work in the portfolio as a whole. One conclusion that project teachers have reached is that there is a need for shared standards across classrooms.

(TC#470.3POWPOP)

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PART 3: PORTFOLIO BIBLIOGRAPHY UPDATE

May 1992

Introduction

The entries herein update bibliographies published in November 1991. For more information on these items please contact Judy Arter or Matthew Whitaker at 503-275-9500.

Campbell, Jo. *Laser Disk Portfolios: Total Child Assessment*, 1991. Located in: Educational Leadership, 49, pp. 69-70. Also available from: Conestoga Elementary School, 4901 Sleepy Hollow Blvd., Gillette, WY 82716.

This article briefly describes a new project in Conestoga Elementary School for grades K-6 in which videodiscs are being used to record and save student performances. It appears that the project is just in its beginning stages.

(TC#000.3LASDIP)

Erickson, Melinda. *Developing Student Confidence to Evaluate Writing*, 1992. Located in: The Quarterly of the National Writing Project & the Center for the Study of Writing and Literacy, 14, pp. 7-9.

This article is more about setting up a classroom environment that supports peer review, risk-taking, and self-reflection than it is about portfolios. However, this environment is important for successful implementation of a portfolio project.

(TC#470.6DEVSTC)

Farr, Roger, and Beverly Farr. *Integrated Assessment System*, 1990. Available from: Psychological Corporation, 555 Academic Court, San Antonio, TX 78204, 800-228-0752.

The *Integrated Assessment System* consists of two parts--the *Language Arts Performance Assessments* and the *Language Arts Portfolios* which can be purchased separately or together. It is designed for grades 1-8.

The *Performance Assessments* consist of three reading booklets for each grade level that reflect a variety of text types and topics, and a guided writing activity that leads to a written product based on the reading. The writing activities include story endings, persuasive essays, reports, historical fiction, letters, and brochures. Writing is assessed using a three trait system -- response to reading (the amount and accuracy of information from the reading), management of content (organization and development), and command of language (word choice, sentence

structure, grammar, and mechanics). The writing activities encourage process writing including collaboration.

The *Language Arts Portfolio* provides materials to assist teachers and students to collect work samples and track development. Included are portfolio folders, a storage box, a training video, and a teacher's manual. The teacher's manual includes information about how to keep portfolios, the rationale for portfolios, the importance of student self-selection and self-reflection, sample forms that might be part of the portfolio (such as reading and writing logs, table of contents, student self-reflection, and context for entry).

The manual provides good advice on approaches to instruction and conferencing with students. However, suggestions for assessing progress of students appear to be somewhat limited. The manual suggests that the portfolio be assessed for amount of reading and writing done, student's general attitudes and interests, and the student's use of reading and writing strategies (using the various forms provided). There does not appear to be mention of assessing the quality of entries except for a general judgment on whether the student is making progress. In many cases no detailed definitions of ratings or sample student performances are provided. For example teachers rate "general attitude toward reading" and "making progress, maintaining progress, or needs improvement" without a detailed definition of what these mean.

No technical information is provided.

(TC#400.3INTASS2)

Gearhart, Maryl, Joan Herman, Eva Baker, and Andrea Whittaker. *Writing Portfolios at the Elementary Level: A Study of Methods for Writing Assessment*, 1992. Available from: National Center for Research on Evaluation, Standards, and Student Testing, UCLA Graduate School of Education, University of California, Los Angeles, CA 90024, 310-206-1532.

The authors reported on a study that addressed the following questions: (1) Can portfolios be scored reliability? (2) Are such judgments valid? (3) Are students scored comparably on their portfolios and other writing assessments? (4) How did raters feel about scoring portfolios?

Results showed that: (1) Holistic ratings of portfolios and class work can be very reliable; (2) Raters tended to rate collections (the portfolio as a whole) higher than the average of the component individual scores (individual pieces of work in the portfolio) raising the possibility that additional factors are at work; (3) Portfolio scoring has promise provided that teachers and students assemble the portfolios to show competence along the dimensions assessed (i.e., students and teachers need to know the criteria so that they can select content).

This report also provides the scoring guide (but no sample student work) that was used to score individual pieces of work and the portfolio as a whole.

(TC#470.3WRIPOE)

Gentile, C. *Exploring New Methods for Collecting Students' School-Based Writing*, 1992. Available from: Education Information Branch, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Ave., NW, Washington D.C. 20208, 202-219-1828.

This report describes NAEP's 1990 pilot writing portfolio project, designed to see how information from NAEP's timed writing sample could be supplemented by work samples submitted by students. Specifically the study: (1) explored procedures for collecting classsroom-based writing

from students around the country; (2) developed methods for describing and classifying the variety of writing submitted; and (3) created general scoring guides that could be applied across papers written to a variety of prompts or activities.

A sample of 4,000 fourth and 4,000 eighth grade students in the 1990 writing assessment were asked to submit one sample of their best writing (with drafts). Teachers included a description of the assignment that produced this writing.

The report describes the three holistic scoring guides developed (for narrative, expository, and persuasive pieces), provides anchor papers, includes many other samples of student writing, and analyzes the results of the pilot and changes in procedures needed for the 1992 assessment to correct some problems encountered. Results were compared to those obtained for the timed writing sample.

Please note that the purpose for NAEP's "composite" portfolio is large-scale assessment, not instruction. However, the scoring guides and sample student papers might be useful for a variety of educational purposes.

(TC#470.3EXPNEM)

Griffin, Patrick, Cherry Jones, Meredith Maher, James Mount, Sue O'Brien, Des Ryan, Patricia Smith, Anne Smyth, and Graeme Baker. *Literacy Profiles Handbook: Assessing and Reporting Literacy Development*, 1990. Available from: School Programs Division, Ministry of Education, Victoria Australia. Also available from: TASA, Field's Lane, P.O. Box 382, Brewster, NY 10509, 914-277-4900.

The *Literacy Profiles Handbook* describes student proficiency in reading and writing in terms of developmental continua. There are nine bands that describe clusters of behaviors from the least to the most sophisticated. For example, writing band "A" denotes such student behaviors as: "uses writing implement to make marks on paper," and "comments on signs and other symbols in immediate environment." Writing band "I" denotes such behaviors as: "writes with ease in both short passages and extended writing," and "extended arguments are conveyed through writing."

The booklet also: (1) provides some guidance on how to make and record observations, including the classroom tasks within which teachers might make their observations; and (2) discusses how to promote consistency in judgments between teachers (without using technical terminology).

The authors point out the benefits of this approach--the bands direct teachers' attention to growth in literacy, they give teachers a common vocabulary for talking about such growth, and they allow students and parents to observe growth.

(TC#400.3LITPRO)

Hansen, Jane. *Literacy Portfolios: Helping Students Know Themselves*, 1992. Located in: Educational Leadership, 49, pp. 66-68. Also available from: University of New Hampshire, Morrill Hall, Curham, NH 03825.

This short article provides a good idea of what a literacy portfolio is and the positive effects the process can have on students. The author describes a K-12 project in which students are completely in control of what goes in their portfolios, and any rationale is accepted at face value. The idea is to build self esteem and to help students get to know who they are as readers. Items

from outside of school are encouraged. There is also some help in the article with how to get started and how to promote self-reflection.

There is no discussion of criteria, but there are some examples of what students placed in their portfolios and why.

(TC#400.3LITPOH)

Hawaii Department of Education. *Using Portfolios: A Handbook for the Chapter 1 Teacher*, 1991. Available from: Hawaii Department of Education, Chapter 1 Office, 3430 Leahi Ave., Bldg. D, Honolulu, HI 96815, 808-735-9024.

This handbook was developed to help teachers explore the possibilities of using portfolios for documenting progress of Chapter 1 students. The handbook includes rationale, philosophy, suggestions for contents, and the tie to Chapter 1 regulations. There are separate sections for reading, writing and math. Each section contains a sample portfolio, sample student outcomes, possible portfolio entries, and other resources.

(TC#010.6USIPOH)

Heath Reading. *A Guide to Language Arts Assessment Portfolios*, 1991. Available from: D.C. Heath and Company, Lexington, Massachusetts.

This booklet describes how to integrate the concept of a portfolio with the Heath reading series. The booklet makes some very good points but primarily focuses on items that are already available from Heath.

(TC#400.6GUILAA)

Hebert, E.A. *Portfolios Invite Reflection -- From Students and Staff*, 1992. Located in: Educational Leadership, 49, 58-61. Also available from: Crow Island School, 1112 Willow Road, Winnetka, IL 60093.

The author briefly describes a portfolio project and alternative progress reporting strategy used in Crow Island School for grades K-8. Interesting aspects of this project include: the cooperative learning process that the school staff undertook to plan and implement their ideas; the fact that the process of examination of values became at least as valuable as having new assessment systems; encouragement of student self-reflection in several ways including "Portfolio Evenings" with parents and addition of a personal reflection in their reporting form to parents.

There is no mention of criteria for assessing progress and no samples of student work.

(TC#000.3PORINR)

Hetterscheidt, Judy, Lynn Pott, Kenneth Russell, and Jakke Tchang. *Using the Computer as a Reading Portfolio*, 1992. Located in: Educational Leadership, 49, p. 73. Also available from: Bellerive School, 666 Rue De Fleur, Creve Coeur, MO 63141.

The authors briefly describe their use of a commercially available Macintosh HyperCard system that allows their fifth grade students to scan writing, record themselves reading and giving self-evaluations, and keep track of comments and other notes. The emphasis is on recording

progress and allowing for self-reflection--samples are entered at various regular times in the school year.

(TC#400.3USICOR)

Hellman, Sally G. *Las Vegas High School Portfolio Project*, 1991. Available from: Las Vegas High School, 315 South Seventh Street, Las Vegas, NV 89101, 702-799-7800.

This document is a collection of handouts used for teacher training that describes the Las Vegas High School's portfolio rationale, content, procedures, etc. An interesting feature of this package is the elaboration of scoring guides for various types of writing including poetry, compare/contrast, and research reports. All samples are scored on voice, effective use of language, and organization/development. However, some aspects of these traits might differ for different types of writing. For example, for poetry effective use of language includes "maintains content suitable to form" and organization includes "reflects content within a specific form." The guides are very brief and no samples of student work are included.

(TC#470.3LASVEH)

Ingalls, Bob., and Joyce Jones. *There's a Lot of Things You Learn in English That You Really Can't See*, 1992. Located in: The Quarterly of the National Writing Project & The Center for the Study of Writing and Literacy, 14, pp. 1-4.

The authors describe a project in which teachers attempted to formally "score" a sample of portfolios. They found it unsatisfying because of lack of knowledge of the context under which the work was produced; it was hard to know the significance of the items they saw. When they added students to the review and discussion process, it not only added context, but resulted in a community of learners--everyone learning from each other.

This points up the need for rationale and/or context statements in order to understand the portfolios, and the usefulness of reviews to promote self-reflection.

(TC#470.3THELOT)

Knight, Pam. *How I Use Portfolios in Mathematics*, 1992. Located in: Educational Leadership, 49, pp. 71-72. Also available from: Twin Peaks Middle School, Poway Unified School District, 14012 Valley Springs Road, Poway, CA 92064.

The author describes her first year experimentation with portfolios in her algebra classes. She had her students keep all their work for a period of time and then sort through it to pick entries that would best show their effort and learning in algebra and the activities that had been the most meaningful. There is some help with what she did to get started and discussion of the positive effects on students. There is some mention of performance criteria, but no elaboration.

(TC#530.3HOWIUS)

Raju, Nambury. ***Integrated Literature and Language Arts Portfolio Program*****, 1991. Available from: Riverside Publishing Company, 8420 Bryn Mawr Avenue, Chicago, IL 60631, 800-323-9540.**

The focus in the *Integrated Literature and Language Arts Portfolio Program* (judging from the examination samples provided) appears to be on prepackaged performance assessments. The portfolio part of this package appears to be a folder in which many types of assessment information is deposited, including anecdotal records, norm-referenced test results, performance assessments, checklists, teacher-made tests, and work samples. However, only brief assistance with the use of the portfolio is provided. The performance assessments, on the other hand, seem to be well-developed.

(TC#400.3INTLIL)

Rousculp, Edwin E., and Gerald H. Maring. ***Portfolios for a Community of Learners*****, 1992. Located in Journal of Reading, 35, pp. 378-385. Also available from: Washington State University, Department of Elementary and Secondary Education, Pullman, WA 99164.**

The authors describe a course for teacher candidates that attempts to model the procedures that teachers are being taught to use in their own future classrooms. Specifically, the course attempts to develop a community of learners by requiring students to access the instructional research in their field to develop strategies for teaching various concepts, adapt the strategy to a particular situation (self-chosen), get peer review of plans, revise the strategy in light of the review, and add a biography of the work (steps in developing the strategy, thinking involved, etc.).

Students were required to develop 12 strategies for the term. Three (with all supporting materials and steps) were submitted in a portfolio for grading.

The authors also examined the portfolios for evidence of metacognition, use of prior knowledge, writing to learn, peer responses, cognitive engagement, enthusiasm, and intertextuality (using one text to help understand another). Sample student statements from the portfolio are included to illustrate each concept.

(TC#000.3PORFOC)

Schuman, Steve, and Sondra Maier. ***Self-Reflection Skills and Forms*****, 1991. Available from: Federal Way School District, 31405 18th St. South, Federal Way, WA 98003, 206-941-0100.**

This package consists of ideas for prompting students to self-reflect as part of the portfolio process. Open-ended ideas include statement and question prompts for the student to complete such as: "What I want to do by using the portfolio" and "My work is like or different from the standard in the following ways." There are also a series of structured checklists. For example "Put a check in the box next to the 10 words which best describe how you feel when working on your portfolio" and "The reasons I have picked this as an example of my work is..." (this is followed by a list of things to choose from). In a personal communication, the authors described some studies that are being done to see how the various formats work and how responses differ between students.

It may be the case that students with different learning styles might respond better to one format than another. The point is not the format used, but that whatever we do nudges the student in a positive direction.

(TC#000.3SELRES)

Stemmer, Paul, Bill Brown, and Catherine Smith. *The Employability Skills Portfolio*, 1992. Located in: Educational Leadership, March 1992, pp. 32-35.

The goal of the employability skills portfolio is to have students choose entries to demonstrate that they have developed skills in three areas deemed essential for the workplace: academic skills, personal management skills, and teamwork skills. This article is only a brief description of the plan, but includes a complete list of the skills students need in each of the three areas listed.

(TC#000.6EMPSKP)

Valencia, Sheila W., and Robert Calfee. *The Development and Use of Literacy Portfolios for Students, Classes, and Teachers*, 1991. Located in: Applied Measurement in Education, 4, pp. 333-345. Available from: Lawrence Erlbaum Associates, Inc.

After discussing definitions and some practical and technical issues surrounding portfolios, the authors briefly describe a "classroom portfolio" designed to demonstrate to the school board the achievement of third graders as a group. This is an example of a "composite portfolio" in which work from more than one student is included in order to tell the story of group achievement.

(TC#400.3DEVUSL)

Valeri-Gold, Maria, James Olson, and Mary Deming. *Portfolios: Collaborative Authentic Assessment Opportunities for College Developmental Learners.* Located in: Journal of Reading, 35, pp. 298-305.

The authors provide the rationale for and a brief description of the literacy portfolios they are experimenting with for developmental college students. The portfolio is based on the notion that there should be four types of information included: attitude/awareness, process/metacognition, products, and evaluation/feedback. The process is very open-ended and no criteria are described.

(TC#440.6PORCOA)

Vermont Mathematics Portfolio Project. *Resource Book, 1991.* Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document includes sample performance tasks taken from portfolio entries submitted by teachers as part of Vermont's 1991 math portfolio pilot project, a resource bibliography, and a list of suggested readings. The purpose is to provide colleagues with tasks that have worked well with students to promote problem solving. This is meant as a companion document to the Teacher's Guide (TC#500.3TEAGUI).

(TC#500.3RESBOO)

Vermont Mathematics Portfolio Project. *Teacher's Guide*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document presents Vermont's updated view of what should go into a mathematics portfolio, provides detailed information about the scoring criteria for portfolio entries and the portfolio as a whole, discusses how to develop tasks that will invite student problem solving, and provides help with how to manage the portfolios. This is a companion piece to (TC#500.6RESBOO).

(TC#500.3TEAGUI)

Vermont Mathematics Portfolio Project. *Grade Eight Benchmarks*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document provides lots of samples of grade eight student work that illustrate different scores for each of the seven analytical traits used in the Vermont Mathematics Portfolio Project. Samples were taken from the 1991 portfolio pilot.

(TC#500.3GRAEIB)

Vermont Mathematics Portfolio Project. *Grade Four Benchmarks*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document provides lots of samples of grade four student work that illustrate different scores for each of the seven analytical traits used in the Vermont Mathematics Portfolio Project. Samples were taken from the 1991 portfolio pilot.

(TC#500.3GRAFOB)

Viechnicki, Karen J., Jane Rohrer, Richard Ambrose, and Nancy Barbour. *The Impact of Portfolio Assessment on Teacher's Classroom Activities*, 1992. Available from: Kent State University, Kent, OH 44242.

This paper reports on a project in which portfolios were used to identify disadvantaged primary-aged students for a gifted and talented program. The portfolio for each student was assembled by the classroom teacher and included: anecdotal records (at least one per week), observations of six sample lessons, a peer/self nomination form, a home-community survey, and examples of products produced by the student. Portfolios were analyzed for evidence of exceptional learning, use of information, creativity, or motivation. (General descriptions of these areas are provided but no detailed definitions or student work are included.)

The authors also conducted interviews with teachers on the effect of the portfolio process on their daily instructional activities. Results showed that teachers have changed their teaching and management styles in the classroom, and that they view the students differently as a result of putting together the portfolios.

(TC#070.6IMPOPA)

Yancey, Kathleen. *Portfolios in the Writing Classroom*, 1992. Available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, 217-328-3870.

The purpose of this book is to discuss and exemplify how portfolios can change what students and teachers learn from classroom writing. The power of portfolios comes from enhancement of performance through evaluation, feedback and self-reflection. The book contains nine articles--descriptions of portfolio projects and testimonials to their effectiveness in promoting student learning.

The initial article, by Kathleen Yancey provides an overview to the book, and also discusses three dangers with respect to portfolios: (1) that thoughtless imitation will not result in the expected effects; (2) that premature research (that which occurs before teachers have time to practice and refine their methods) will not validate the pedagogy; and (3) that co-option by large-scale testing programs will damage the usefulness of portfolios for instruction.

(TC#470.3PORWRC)

Yumori, Wendie, and Katherine Tibbetts. *Practitioners' Perceptions of Transition to Portfolio Assessment*, 1991. Located in: The Kamehameha Journal of Education, 2, pp. 37-45. Available from: Kamehameha Schools, Kapalama Heights, Honolulu, HI 96817.

The authors report results of the first year of transition to a portfolio system from a mastery skills approach to tracking student progress. The portfolio system consisted of two parts: standard pieces placed in each portfolio at given times of the school year (done by consultants), and supplementary pieces to be added by students and teachers whenever they wanted. The portfolios were examined for progress in: ownership of reading and writing, reading comprehension, writing process, language and vocabulary usage, word reading strategies, and voluntary reading.

Issues that arose included acceptable formats for supplementary evidence, effects of assessment on instruction, usefulness of data for reporting purposes, and processes in which practitioners and students could engage to make portfolio assessment meaningful. Group problem solving is currently underway to examine some of these issues.

(TC#400.3PRAPET)

Section 3

NWREL Test Center Resources

Reading
Annotated Bibliography

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READING ASSESSMENT ALTERNATIVES
NOVEMBER 1991

The following articles are those found thus far by Test Center staff. Presence on the list does not necessarily imply endorsement; rather, articles are listed solely to provide ideas to those pursuing these topics. Many of the entries are informal assessments, and are intended mainly for the classroom. For more information contact Judy Arter or Ann Davis at 503-275-9500, Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204.

Bailey, Janis, et al. *Problem Solving Our Way to Alternative Evaluation Procedures.* Located in: Language Arts, 65, April 1988, pp. 364-373.

This article describes several teacher-developed skills checklists in reading and writing.

(TC#400.3PROSOO)

Barrs, Myra, Sue Ellis, Hilary Hester, and Anne Thomas. *The Primary Language Record Handbook for Teachers*, 1988. Available from: Centre for Language in Primary Education, Webber Row, London SE1 8QW. Also available from: Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801.

The Primary Language Record (PLR) has the following features:

1. It collects performance samples from students at several points in time. Both information to collect and the time frame are specified.
2. It promotes integration of literacy and language across the curriculum.
3. It involves parents and students in discussions of the student as a language user.
4. It is an informal assessment designed for use in the classroom.

Part A of the PLR should be completed at the beginning of the school year and sections for student demographics and notes concerning discussions with parents and students. The manual provides suggestions for discussion topics.

Part B of the PLR is completed during the second semester of the school year. It has sections for making open-ended notes about the student's talking/listening, reading and writing. There is a supplemental "Observations and Samples" sheet that the teacher can use throughout the school year to record information that might be useful for completing Part B. This is essentially a teacher-generated portfolio for each student that contains observations of speaking, listening, reading and writing; and samples of student reading and writing. There are suggestions for how to organize and store this information as well as what to record and how to use the information in instruction.

Part C is completed at the end of the school year and has space for comments by the student's parents, notes on a student conference, and information for next year's teacher.

(TC#070.3PRILAR)

Bean, Thomas. *Organizing and Retaining Information by Thinking Like an Author.* Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis, New Trends and Procedures, International Reading Association, Newark, DE 19714, 1988, pp. 103-127.

The author presents recent thinking about the role of text structure in reading comprehension, and describes a process for observing, assessing, and improving students' understanding of text structure.

The author first describes various types of text structures in narrative and expository writing, and reviews the research on how people use text structure to aid comprehension and recall.

The assessment procedure consists of having students place the paragraphs in a narrative or expository passage in the right order, thinking aloud as they do so. The author presents several examples which illustrate what to look for in the "think alouds" in order to determine knowledge and use of text structure.

The author finishes by describing two techniques to teach students how to analyze and use text structure.

(TC#440.3REAREI)

Brown, Carol and Susan Lytle. *Merging Assessment and Instruction: Protocols in the Classroom.* Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis, New Trends and Procedures, International Reading Association, Newark, DE 19714, 1988, pp. 94-102.

The authors maintain that "think aloud reading protocols" provide a means for gathering information about individual readers' ongoing thinking processes and metacognitive behavior. A think aloud reading protocol is a verbal or written record of what students think about while they read.

The authors suggest several means to use during regular instruction to elicit these types of verbalizations. (In fact, making these verbalizations conscious is a major focus of instruction for the authors.) They also describe a coding scheme for these verbalizations.

The paper does not, however, provide any guidance on either what kinds (or mix) of verbalizations students *should* be making, or what to do if the teacher notices gaps in verbalization. The goal seems to be merely to get students to verbalize, think about these verbalizations, and compare these verbalizations with others.

(TC#440.6MERASI)

Campbell, Donna. *Arizona Student Assessment Plan*, 1990. Available from: Arizona Department of Education, 2102 W. Indian School Rd., Phoenix, AZ 95015, 602-264-1774.

The Arizona Assessment Program has several parts: a short standardized achievement test, non-test indicators, and performance assessments in reading, math and writing. The performance tests are designed to measure the state's Essential Skills. The reading portion uses a single extended passage for each test. The students begin with a prereading activity such as thinking about the historical context of a selection. Then they read the selection and answer a series of questions: multiple-choice, short-answer, and writing paragraphs analyzing the work.

Each extended exercise has its own specific of scoring criteria that involves assigning point values depending on whether various features are present in the response.

(TC#060.3ARISTA)

Carver, Ronald P. *Rauding Efficiency Level Test*, 1987. Available from: Revrac Publications, Inc., 207 W. 116th St., Kansas City, MO 64114.

The Rauding Efficiency Level Test (RELT) is an individually administered reading test that determines the most difficult material that an individual can comprehend while reading at a rate that is appropriate for the difficulty level of the materials. Comprehension is defined as understanding at least 75% of the sentences in the passage.

(TC#440.3RAUEFL)

Clark, Charles H. *Analytical Reading Inventory: Assessing Free Recall.* Located in: The Reading Teacher, 35, January 1982, pp. 434-439.

This document describes a procedure for assessing how much of a passage a student remembers and the relative importance of what is remembered. The teacher breaks a passage into pausal units and assigns an importance number to each unit. After the student reads the passage silently, he or she retells everything he or she remembers. The teacher indicates the sequence of recall on a worksheet and analyzes the amount recalled, the sequence of recall and the level of importance of the recalled material.

(TC#440.3ASSFRR)

Clay, Marie. *Concepts About Print.* Located in: The Early Detection of Reading Difficulties, Heinemann Publishers, 70 Court Street, Portsmouth, New Hampshire 03801, 1985.

Concepts About Print is a diagnostic procedure that the author presents as part of a longer book about reading in the early grades. The procedure requires the student to respond to 24 questions and tasks surrounding books, such as: "Show me the front of this book," and "Point to it while I read it." Questions and tasks cover parts of the book, how a story is organized, how words are arranged on a page, word/print correspondence, which page is read first, meaning of punctuation, capital and lower case correspondence, etc. The procedure refers to two standard stories which are not included in the entry.

The author states that this procedure is a "sensitive indicator of one group of behaviors which support reading acquisition." There are translations in English, Danish, and Spanish.

The author also presents another list of behaviors to observe while going through *Concepts About Print* to look at effectiveness of strategies.

There is no technical information available in the source cited.

(TC#440.3CONABP)

Costella, Lorraine. *Essential Curriculum: Learning and Assessment in Frederick County Public Schools; An Overview of Assessment that Promotes Learning*, 1991. Available from: Essential Curriculum Committee, Frederick County Public School System, 115 E. Church St., Frederick, MD 21701, 301-694-1052.

This entry is a handbook developed by the district to provide guidance on a statewide change from norm-referenced achievement testing to performance-based assessments. The document includes an extensive reading assessment exercise with a scoring guide, and a student response for one part of the assessment--critical analysis of the selection. Classroom teachers have been involved in designing this and other such assessments.

(TC#150.6FRECOA)

***Degrees of Reading Power*, 1985. Available from: Touchstone Applied Science Associates, Inc., Fields Lane, P.O. Box 382, Brewster, NY 10509, 914-277-4900.**

The *Degrees of Reading Power* has passages of increasing reading difficulty in each of which seven words are missing. Students must select the word that best completes the meaning of each incomplete sentence. The rationale is that students must understand the extended context of the passage in order to select the correct words. This is not a vocabulary test. The test identifies the hardest prose that pupils can read with different levels of comprehension.

(TC#440.3DEGOFR)

Dole, Janice, Gerald Duffy, Laura Roeher, and David Pearson. *Moving From the Old to the New: Research on Reading Comprehension Instruction.* Located in: Review of Educational Research, 61, Summer 1991, pp. 239-264.

Although not specifically about assessment instruments in reading, this article provides a good overview of current cognitive research on reading. The article is included here because, in order to wisely choose assessment instruments, one needs a clear idea of the target to be assessed.

The article clearly describes the view that reading comprehension is constructive; readers use their existing knowledge and a range of cues from the text and the situational context in which the reading occurs to build, or construct, a model of meaning from the text. This developing view of the reading process is contrasted with the view underlying past instructional practices. The authors then outline what a reading curriculum would look like that is based on a cognitive view of the reading process.

Finally, the authors outline current theories of instruction, and how they might be applied to a cognitive reading curriculum.

(TC#440.6MOVFRO)

Eeds, Maryann. ***Holistic Assessment of Coding Ability.*** **Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.),** <u>**Reexamining Reading Diagnosis: New Trends and Procedures**</u>**, International Reading Association, Newark, DE 19714, 1988, pp. 48-66.**

The author focuses on the "coding" aspect of reading (i.e., the relationship between sounds and symbols). However, she emphasizes that mere mastery of the code will not solve all reading problems; there must be both a code and a language emphasis (syntax, semantics, and the context in which reading occurs) for successful literacy programs. After establishing this point, she goes on to outline how knowledge of the code develops, and discusses some informal diagnostic procedures to discover where children are in the process of breaking the code. She suggests three categories of procedures: careful observance of children's writing, close attention to what students say about their discoveries about print as they learn to write, and qualitative consideration of their miscues as they read whole text.

Specifically, the author shows how the following ideas allow one to assess students' mastery of the coding system:

1. Concepts about print assesses students' knowledge of what print is and does. The author includes a summary of nine tasks for students to perform in order to assess this ability.

2. Examination of writing can give hints as to the students' understanding of directionality, letters, etc. The author describes in some detail how the examination of spelling (or invented spelling) can provide information about development, including a detailed developmental framework with four stages.

3. Miscues during oral reading can help determine what clues students use to create meaning -- syntax, semantic, etc.

(TC#440.3HOLASC)

Fagan, William T., Julie M. Jensen, and Charles R. Cooper. ***Measures for Research and Evaluation in the English Language Arts, Vol. 2,*** **1985. Available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.**

This book contains a number of scoring guides for assessing various targets in reading, literature, writing and oral communication.

(TC#430.1MEAREE2)

Farr, Roger, and Robert F. Carey. ***Reading--What Can Be Measured?,*** **1986. Available From: International Reading Association, 800 Barksdale Rd., Newark, DE 19714.**

This book is an anthology of articles concerning issues surrounding the assessment of reading, guidelines for the improved use of reading tests, trends in assessing reading, and various ways to assess reading comprehension, word recognition, vocabulary, study skills, and reading rate.

This book is more a review of issues and procedures than detailed instruction in how to assess using a given approach.

(TC#440.6REAWHC)

Farr, Roger, Mary Lewis, Jean Faszhoz, Ellen Pinsky, Sarah Towe, Judy Lipschutz, and Betty Faulds. *Writing In Response To Reading.* Located in: Educational Leadership, 47, March 1990, pp. 66-69. Also available from: River Forest School District Administration Building, 7776 Lake St., River Forest, IL 60305.

River Forest Pubic Schools has been developing a reading/writing program since 1987. In this program, students use reading as a prompt for writing, and writing as an indicator of how well the reading was understood. Three types of writing are used: retelling, extending (e.g., new endings), and critiquing. This paper briefly describes this program (including some of the instructional activities used), and provides a overview of an assessment system devised to see how student achievement on these tasks changes over time.

Standardized reading/writing tasks were devised for grades 3, 6 and 8 that paralleled the three types of writing encouraged in instruction. Included in the article is one prompt used in the assessment, plus a set of scoring criteria for grade 3, and one anchor paper.

(TC#440.3WRIINR)

Fisher, Bobbi. *Assessing Emergent Initial Readers.* Located in: Teaching K-8, Nov/Dec 1989, pp. 56-58.

This is one teacher's description of how she keeps track of her kindergartners' reading and writing progress during the school year. For example, at the beginning of the school year, she:

1. Tape records an interview with the student covering four categories of information: general interests, the reading and writing environment at home, general knowledge about reading and writing, and the reading and writing process.

2. Observes children reading and makes systematic notes using various checklists and a reading developmental continuum.

3. Observes students writing, and conferences with each student.

4. Uses the "Letter Identification" procedure used by Marie Clay.

She has set up similar procedures for monitoring student progress during the school year, and conducting a year-end assessment.

No technical information is available.

(TC#440.6ASSEMA)

Flood, James, and Diane Lapp. *Reporting Reading Progress: A Comparison Portfolio For Parents.* Located in: The Reading Teacher, March 1989, pp. 508-514.

This article describes the content of a reading (and writing) portfolio for each student that can be used to show progress to parents.

(TC#400.3REPREP)

Glaser, S.M., L.W. Searfoss, and L.M. Gentile. *Reexamining Reading Diagnosis New Trends and Procedures*, 1988. Available from: International Reading Association, Newark, Delaware 19714.

This book is a compendium of articles covering a variety of topics. This reviewer found the following of most use: using student "think alouds" to analyze reading strategies and self-monitoring (p. 94); checklists for developmental stages in early reading and writing that can be used to analyze student progress (p. 48); informally monitoring student knowledge of text structures (p. 103); and a checklist for analyzing student retelling of stories (p. 139).

(TC#440.6REARED)

Grant, Audrey. *Towards a Transactive Theory of the Reading Process and Research in Evaluation.* Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, 1990, Ablex Publishing, 335 Chestnut St., Norwood, NJ 06648, pp. 192-240.

The author compares previous theories of reading (which she calls "product" theories) with current constructionist theories (which she calls "process" theories), and expands the notion of process theories to "transactive" theories, in which the meaning a reader brings to the text is higher personal, creative, and colored by past experiences (e.g., the whole context under which previous reading experiences occurred). After describing these various theories, the author draws some implications for instruction and assessment.

Specifically, the author recommends a holistic, ethnographic approach to assessment based on day-to-day classroom activities and settings. She also reviews common assessment techniques in light of her perspective on the reading process. These reviews include: miscue analysis, cloze, running records, informal reading inventories, and individual conference logs.

(TC#440.1TOWTRT)

Illinois State Board of Education. *Illinois Goal Assessment Program--Reading*, 1989. Available from: Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001.

This set of documents describes the innovative Illinois state reading assessment. Important aspects of the assessment include:

1. Use of whole selections.
2. Questions about prior student topic familiarity.
3. Questions about the reading strategies students use.
4. Questions about students' literacy experiences.

(TC#440.3ILLGOA)

Illinois State Department of Education. *Illinois Goal Assessment Program--Reading Tests*, 1991. Available from: Tom Kerins (Manager), Illinois State Board of Education, 100 N. First St., Springfield, Illinois 62777.

This document contains the 1991 versions of Illinois' Grade 3, 6, 8, and 11 reading tests. As with previous tests, these attempt to incorporate current theories of reading, even though they are in

multiple-choice format. Features include: students read entire selections rather than short passages; students are asked about prior knowledge of the topic; questions are based on important concepts in the text; students answer questions about reading strategies; there are attitude questions on some forms; all questions have one to three correct answers; and students read two passages -- narrative and expository.

(TC#440.3ILLGOR2)

International Reading Association. *Portfolios Illuminate the Path for Dynamic, Interactive Readers.* Located in: Journal of Reading, May 1990, pp. 644-647.

This paper discusses the importance of classroom assessment in reading and how portfolios are one tool for this purpose. The authors present a general overview of what could be accomplished with students by doing portfolios, the importance of student self-reflection, and how portfolios might be used in the classroom.

(TC#440.6PORILP)

Johnson, Marjorie S., Roy A. Kress, and John J. Pikulski. *Informal Reading Inventories, Second Edition*, 1987. Available from: International Reading Association, 800 Barksdale Road, Newark, Delaware 19714.

This book describes how to develop, administer and score informal reading inventories. It does not review existing inventories.

(TC#440.6INFREI)

Johnston, Peter. *Steps Toward a More Naturalistic Approach to the Assessment of the Reading Process.* Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, Ablex Publishing, 335 Chestnut St., Norwood, NJ 06648, 1990.

This chapter presents a rationale and guidelines for a more naturalistic approach to reading assessment. Such assessment consists of observations of children's performance of the behaviors to be assessed as they occur within the context in which they would normally occur. The chapter discusses the nature of decision making in education, the process of assessment from a naturalistic standpoint, the aspects of reading which should be assessed, and a contrast of the naturalistic approach to more traditional assessment approaches.

In order to really be able to implement his ideas, several things must be done, including:

1. Teachers need to be helped to become sensitive observers and interpreters of children's behavior; the teacher is the assessment instrument.

2. There is still some work to be done in clarifying the knowledge and behaviors that are the targets of assessment.

(TC#440.6STETOM)

Kletzien, Sharon B. and Maryanne R. Bednar. *Dynamic Assessment for At-Risk Readers.* Located in: Journal of Reading, April 1990, pp. 528-533.

The Dynamic Assessment Procedure (DAP) involves the following components:

1. An initial assessment of reading ability.
2. Analysis of a student's reading processes and strategies.
3. Presentation of a learning mini-lesson for one area in which the student needs assistance.
4. Analysis of the student's ability to benefit from the mini-lesson.

(TC#440.3DYNASF)

Knight, Janice. *Coding Journal Entries.* Located in: Journal of Reading, 34, 1990, pp. 42-47.

This article describes a system for coding reading journal entries to promote student self-reflection and improve reading strategies and comprehension. The impetus for this system came from the author's observation that many reading journal entries were only superficial summaries of what was read. The author wanted to make journal entries more meaningful.

Each journal entry is coded by the student and/or teacher on level of thinking, metacognitive strategies, and confusion. Examples are:

1. Level of thinking--"R" means "recall," and "I" means "inference, prediction, or cause and effect.
2. Metacognitive strategy--"S" means "summarize," and "SQ" means "self-questioning."
3. Confusion--"O" means that the entry does not say anything significant, and "?" means that the entry indicated student confusion.

The promise of this system is that the coding system is integrated with instruction so that students learn what good reading strategies are, and then assess them in their own journal entries.

There is, however, no assistance with standards--what to expect from students of various ages and how to tell if students are progressing at an acceptable rate.

Lock, Leonard, Leann Miler, and James Masters. *A Preliminary Evaluation of Pennsylvania's 1990 Wholistic Model Reading Tests*, 1991. Available from: Pennsylvania Department of Education, Division of Educational Testing and Evaluation (12th Floor), 333 Market Street, Harrisburg, PA 17126.

Pennsylvania has modified it's statewide reading assessment of students in grades 3, 5, and 8 to include complete passages, comprehension questions based on the passages (43-48 questions), prior knowledge of the topics covered in the passages (7-8 questions), reading strategies (5-10 questions), and habits/attitudes (3-4 questions). This is very similar to the procedure used in Michigan and Illinois. This entry describes the results of the first year of this assessment. Results included the findings that:

1. Scores increased as prior knowledge of the students increased, and as knowledge of strategies increased.

2. Students seemed to answer the attitude questions honestly based on several lines of evidence.

The term "wholistic" in the title appears to refer to the attempt to measure all aspects of good reading using a more realistic approach, rather than to how student performances were scored. (Indeed, multiple-choice questions were used.)

(TC#440.3PREEVO)

Mathews, Jackie. *From Computer Management To Portfolio Assessment.* Located In: The Reading Teacher, February 1990, pp. 420-21.

This article describes the basic design of a reading portfolio for grades K-2. The four core elements are: a reading development checklist, writing samples, a list of books read by the student, and a test of reading comprehension. Optional elements include student self-evaluation, reading records, audiotapes, anecdotal records, pages from reading logs, or other measures a teacher or student feels would illustrate the growth of the student as a language learner.

The Reading Development Checklist includes concepts about print, attitudes about reading, strategies for word identification, and comprehension strategies. (Some of the individual items on the checklist are presented in the article.) The reading comprehension test was still under development at the time of this article.

The article also describes other necessary components for an innovation of this type: administrative support, a climate for change, experts in the area of reading, a good staff development program, and grass roots interest.

(TC#440.6FROCOM)

Meltzer, Lynn J. *Surveys of Problem-Solving & Educational Skills*, 1987. Available from: Educator's Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02138.

Although this is a test published primarily for diagnosing learning disabilities for students aged 9-14, it has some interesting ideas that could be more generally applied. There are two parts to the test--a more-or-less standard individualized aptitude test, and a series of achievement subtests. In addition to decoding skills, vocabulary knowledge, and the ability to separate words in a paragraph that has no word spacing, the reading subtest also requires an oral retelling of a story and oral responses to comprehension questions. The oral retelling is scored on order of recall, amount of recall, and the recall of important ideas in the passage.

The most interesting part of this test, however, is that after each subtest is administered, the teacher is guided through an analysis of the student's strategies in completing the task--efficiency of approaching tasks, flexibility in applying strategies, style of approaching tasks, attention to the task, and responsiveness during assessment. In the aptitude portion of the test, the teacher also assesses the student's ability to explain their own strategies.

A review in The Reading Teacher, November 1989, concluded that, since there is little evidence of validity presented by the author, the test should be used informally, for classroom assessment. The reviewer also states: "The SPES, rather than attempting to measure underlying cognitive abilities, instead appear to emphasize underlying strategy awareness and use. This orientation

appears to reflect the important recent developments in educational thinking emphasizing the child as a problem solver who uses intentionally selected strategies to improve understanding and learning" (p. 176)

(TC#010.3SUROFP)

Morrow, Lesley. *Retelling Stories as a Diagnostic Tool.* Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis: New Trends and Procedures, International Reading Association, Newark, DE 19714, 1988, pp. 128-149.

The author describes retelling as an instructional and diagnostic tool for assessing comprehension of text and stories, sense of story structure, and language complexity. The paper provides a set of instructions to guide the retelling, and specific suggestions for how to use retelling to examine comprehension, story structure, and language complexity.

With respect to comprehension, the author provides a sample checklist to use when reviewing retellings to guide the teacher's attention to relevant features. With respect to story structure, the author provides an example of how to analyze a retelling to show knowledge of setting, theme, resolution, and sequence. Finally, with respect to language complexity, the author presents one technique for analyzing the retelling for average length of clauses and syntactic complexity.

There is no assistance with developmental issues, i.e., what is "good" for students of various ages.

(TC#440.3RETSTD)

Paratore, Jeanne R., and Roselmina Indrisano. *Intervention Assessment of Reading Comprehension.* Located in: The Reading Teacher, April 1987, pp. 778-783.

This article describes an assessment procedure designed to both assess a student's present performance and to discover the facility with which a student can be taught. The procedure examines the student's ability to employ reading strategies (such as using background knowledge to predict passage content and using knowledge of passage structure to aid comprehension) both independently and with modeling, if needed.

(TC#440.3INTASO)

Phillips, Linda. *Developing and Validating Assessments of Inference Ability in Reading Comprehension*, 1989. Available from: Center for the Study of Reading, Technical Report No. 452, University of Illinois at Urbana-Champaign, 51 Gerty Dr., Champaign, IL 61820.

This package includes a technical report describing the development of a reading inference test and the tests themselves. There are two versions of the test--multiple choice and open-ended response.

The author begins by critiquing current standardized tests of reading comprehension. The arguments are somewhat different from others: they seem to test general knowledge more than reading comprehension; and, they do not articulate a clear definition of reading comprehension so validation is impossible.

The *Test of Inference Ability* was designed to measure only one component of reading comprehension--inferencing ability. It was designed for grades 6-8, to be given in one class period, and uses full-length passages in three modes: expository, narrative and descriptive.

The basic approach to validation was that the test would be valid to the extent that good inference-making led to good performance on the test and poor inference-making led to poor performance on the test. In order to distinguish good inference-making from poor, the authors had to describe and define what those differences are. Their definition basically hinges on completeness and consistency. This is elaborated on in the manual.

This instrument was carefully thought out, it is based on theory, and validation occurred in a well-planned manner.

(TC#440.3DEVVAA)

Phillips-Riggs, Linda. *Categories of Inferencing Strategies*, 1981. Located in: W.T. Fagan, J.M. Jensen, and C.R. Cooper (Eds.), Measures for Research and Evaluation in the English Language Arts, Vol. 2, NCTE, 1111 Kenyon Rd., Urbana IL 61801, 1985. Also available from: ERIC, ED 236 667.

This procedure requires students to read up to a certain point where an inference is required. (This point is determined by the examiner.) The student is then asked to tell what is happening and what may happen next. Responses are analyzed in terms of the strategies used. The ten strategies suggested by the author include: analyzing alternatives, confirming an immediate prior interpretation, shifting focus, and assigning an alternative case.

(TC#440.3CATOFI)

Pikulski, John. *Informal Reading Inventories.* Located in: The Reading Teacher, March 1990, pp. 514-516.

This article describes the latest editions of four popular informal reading inventories: Analytic Reading Inventory (ARI--1989), Basic Reading Inventory (BRI--1988), Classroom Reading Inventory (CRI--1989), and Informal Reading Inventory (IRI-BR--1989). The author feels that the IRI-BR and the ARI have the greatest breadth of assessment materials; that the ARI would be the inventory of choice for an examiner who wants to assess science and social studies; the CRI would be good for disabled readers; and the IRI-BR is best for assessing reading beyond grade nine difficulty.

(TC#440.1INFREI)

Pikulski, John. *The Assessment of Reading: A Time For Change?* Located in: The Reading Teacher, October 1989, pp. 80-81.

The author presents a listing of ways that assessment in reading needs to change. His suggestions are based on standardized, nationally normed tests. His suggestions include comments such as: "Assessment of reading must shift from being test-centered to being teacher- and pupil-centered," and "The form of reading assessment must reflect the goals of instruction and the dynamic, constructionist nature of the reading process." The author then goes on to describe how *The Reading Teacher* intends to modify the content of it's *Assessment* column to reflect these new directions.

(TC#440.6ASSREA)

Portland Pubic Schools. ***Reading Assessment: Recording Student Progress,*** **1989. Available from: Portland Public Schools, 531 S.E. 14th St., Portland, OR, 503-249-2000.**

Portland Public Schools has assembled a package of informal classroom assessment tools in reading for students in grades K-2. The goal of the package is to provide ideas to teachers on how to assess other things besides specific reading skills. Specifically, they feel that assessment must include a variety of tools that provide evidence of what a student does and thinks when reading as well as evaluating specific strengths and weaknesses. In order to provide a complete picture of student progress, many samples of student need to be collected over time. This implies the use of portfolios.

Specific instruments in the package include a developmental spelling test; a checklist covering reading attitudes, behaviors, concepts about print, reading strategies, shared and book experiences; an inventory concerning reading habits, suggestions for reading journals; a procedure for analyzing comprehension using retelling; and a series of checklists that covers such things as concepts about books, sense of story, and understanding of print. When the instrument provided came from another source, the reference is given. The rationale for each instrument is provided; no technical information is provided.

(TC#440.3REAASR)

Pumphrey, P.D. ***Reading: Tests and Assessment Techniques, Second Edition,*** **1985. Available from: Hodder and Stoughton Ltd., Mill Road, Dunton Green, Sevenoaks, Kent, England.**

This book is mainly a bibliography of current reading tests--readiness, achievement, diagnostic, and attitudes. However, there is an interesting section on informal reading inventories and miscue analysis.

(TC#440.1REATEA)

Rea, Dean W. and David K. Thompson. ***Designing Transformative Tests for Secondary Literature Students.*** **Located in: Journal of Reading, 34(1), 1990, pp. 6-11.**

The authors maintain that current tests of reading comprehension do not correspond to current theories concerning how meaning is constructed from text. They propose designing open-ended questions for students that are based on entire reading selections rather than short passages. These open-ended questions represent three levels of comprehension: literal, interpretive and applied. Examples of such questions are provided for three reading selections. Some criteria for evaluating the responses of students is also included. For example, students' responses to a persuasive question could be evaluated for plausibility, relevance, clarity, organization, and detail of the supporting material. Criteria are, however, not defined in detail.

(TC#440.6DESTRF)

Royer, James. ***The Sentence Verification Technique: A New Direction in the Assessment of Reading Comprehension.*** **Located in: Sue Legg and James Algina (Eds.), Cognitive Assessment of Language and Math Outcomes, Ablex Publishing, 335 Chestnut St., Norwood, NJ 06648, 1990, pp. 144-181.**

In this paper, the author reviews the theory and research that underlies a new technique for measuring reading comprehension. It includes a good, readable summary of current theories of

reading comprehension and how current measures of reading comprehension (multiple-choice tests and cloze techniques) relate to these theories.

The author also considers the similarities between current theories as the underpinning for his *Sentence Verification Technique*, which he calls a measure of reading achievement, as opposed to a measure of reading ability. This procedure entails developing four variations of sentences in a passage:

1. The original sentence
2. A paraphrase of the original sentence that does not change its meaning
3. A change in one or two words in the sentence so that the meaning is changed
4. A sentence with the same syntactic structure as the original sentence, but which is unrelated in meaning to any sentence that appeared in the passage

Students identify which sentences are "old" (types 1 and 2), and "new" (types 3 and 4).

The author also describes a number of studies done on this technique to establish it's validity.

(TC#440.3SENVET)

Schmitt, Maribeth C. *A Questionnaire to Measure Children's Awareness of Strategic Reading Processes, Metacomprehension Strategies Indexs.* Located in: The Reading Teacher, March 1990, pp. 454-461.

This article describes a 25-item survey/test which asks students about their knowledge of reading strategies.

(TC#440.3METSTI)

Shannon, Albert. *Using the Microcomputer Environment for Reading Diagnosis.* Located in: Susan Glazer, Lyndon Searfoss, and Lance Gentile (Eds.), Reexamining Reading Diagnosis: New Trends and Procedures, International Reading Association, Newark, DE 19714, 1988, pp. 150-168.

The author maintains that "the reading and language related microcomputer environment allows students to engage in four language-generating activities: drill and practice, tutorial, adventure/simulation and problem solving, and composing/writing. Each of these environments provides opportunities to diagnose students' language fluency, composing abilities, expression of self-concept, view of the world, and story sense."

The author describes how microcomputers are currently used for each of the language generating activities, outlines the types of information that can be obtained from watching students interact with the computer in each area, and presents a checklist to use when observing students using each type of program. Checklist items include things such as confidence when using the program, apparent motivation, ability to predict and control software, metacognitive strategies, ability to understand instructions, and writing features.

(TC#440.3USIMIE)

Taylor, Denny. *Teaching Without Testing: Assessing the Complexity of Children's Literacy Learning.* Located in: English Education, 22, 1990, pp. 4-74.

The author describes the *Biographic Literacy Profiles Project*, in it's second year when the article was written. The project has endeavored to base understanding of the development of literacy in individual students (i.e., assessing student status and progress) on the careful observation and analysis of daily observable literacy behaviors and products. The article describes what they have learned in the following areas: learning how to observe children's literacy behaviors, learning to develop note-taking procedures to record observations of children reading and writing, learning to write descriptive biographic literacy profiles, and learning to increase awareness of the multiple layers of interpretation that we are incorporating into children's biographic literacy profiles. The process requires a great deal of practice and self-reflection on the part of teachers and principals.

The final part of the article describes reports from teachers and principals on how their approach to instruction is changing based on participation in this project.

(TC#440.3TEAWIT)

Thistlethwaite, Linda L. *Critical Reading For At-Risk Students (Critical Reading Checklists).* Located in: Journal of Reading, May 1990, pp. 586-593.

This article is primarily about strategies for teaching critical reading skills to at-risk students. (The same procedures could be used for any population.) It is included here because it presents several checklists of criteria for assessing the believability of information. These could also be used for self-reflection or for feedback to peers.

(TC#440.3CRIREA)

Tierney, Robert, Mark Carter, and Laura Desai. *Portfolio Assessment in the Reading-Writing Classroom*, 1991. Available from: Christopher Gordon Publishers, Inc., Norwood, MA.

This book was designed for classroom teachers, and the information is presented in a very user-friendly style and format. The authors discuss issues surrounding assessment and portfolios, provide many examples of portfolio systems, explore the ways that portfolios can be used instructionally, and show examples of criteria for assessing portfolio entries, portfolios as a whole, and metacognitive letters.

(TC#400.6PORASC)

Valencia, Sheila. *A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats and Hows.* Located in: The Reading Teacher, January 1990, pp. 338-340.

In addition to discussing the rationale for using portfolios to assess reading, this article also suggests content for reading portfolios, how to select material for a portfolio and how the portfolio should be organized.

Portfolio content might include samples of the student's work, the teacher's observational notes, the student's own periodic self-evaluation, and progress notes contributed by the student and teacher collaboratively. Specific items to be included would depend on the purpose for the portfolio but might include such things as written responses to reading, reading logs, selected

daily work, classroom tests, checklists, unit projects, etc. The idea is to have a variety of indicators.

The real value of portfolios, according to the author, lies not in any single approach, but rather in the mind set that: 1) sound assessment is anchored in authenticity; 2) assessment must be a continuous process; 3) valid reading assessment must be multi-dimensional; and 4) assessment must provide for active collaborative reflection by both teacher and student.

(TC#440.6APORAP)

Valencia, Sheila, David Pearson, Charles Peters, and Karen Wixson. *Theory and Practice in Statewide Reading Assessment: Closing the Gap.* Located in: Educational Leadership, April 1989, pp. 57-63.

The authors report on two state assessments in reading that they feel are more reflective of current research on reading than the assessment approaches of most current standardized achievement tests. They report that the current view of reading suggests that:

- Prior knowledge is an important determinant of reading comprehension.
- Naturally occurring texts have topical and structural integrity.
- Inferential and critical reading are essential for constructing meaning.
- Reading requires the orchestration of many reading skills.
- Skilled readers apply metacognitive strategies to monitor and comprehend a variety of texts for a variety of purposes.
- Positive habits and attitudes affect reading achievement and are important goals of reading instruction.
- Skilled readers are fluent.

The authors feel that current standardized achievement tests do not reflect this body of knowledge while the two state assessments make an attempt to address these issues. Each has four parts: a primary test component using a full-length selection that measures constructing meaning; a section to assess topic familiarity; questions about metacognition and strategies; and a section on reading attitudes, habits and self-perceptions. A taxonomy of skills/dispositions in these areas is presented. However, the tests are still in structured format: multiple-choice, etc.

(TC#440.6THEANP)

Valencia, Sheila, William McGinley, and David Pearson. *Assessing Reading and Writing: Building A More Complete Picture.* Located in: G. Duffey (Ed.), Reading in the Middle School, Newark, DE: International Reading Association, 800 Barksdale Road, Newark, Delaware, 1989.

This paper emphasizes the importance of collecting a large number of samples of student performance that represent a wide range of contexts. It describes the dimensions along which tasks differ, so that the teacher can be sure and obtain a good sampling of performance.

(TC#400.3ASSREA)

Villano, Jim and Marlys Henderson. ***Integrated Language Arts Portfolio*****, 1990. Available from: Fairbanks North Star Borough School District, Box 1250, Fairbanks, AK 99707, 907-452-2000.**

This draft pilot portfolio system was designed by teachers during the spring of 1990, and was field tested during the 1990-91 school year. It was designed to be a developmentally appropriate assessment of reading, writing, listening, and speaking in grades 1-2. The primary audiences for the portfolio were teachers (to plan instruction), students, and parents (during parent conferences). Depending on the teacher, students select some of the work samples for the portfolio.

The document includes a description of the portfolio and its philosophy, various rating forms and checklists, an evaluation of the system, and a parent review form.

(TC#070.3INTLAA)

Wade, Suzanne E. ***Reading Comprehension Using Think Alouds.*** **Located in: The Reading Teacher, March 1990, pp. 442-451.**

This article describes an informal assessment process for assessing comprehension. It covers how to prepare the text, how to administer the think aloud procedure, and what to look for in student responses.

(TC#440.3REACOA)

White, Jane. ***Taxonomy of Reading Behaviors.*** **Located in: W.T. Fagan, J.M. Jensen, and C.R. Cooper (Eds.), Measures for Research and Evaluation in the English Language Arts Vol. 2, NCTE, 1111 Kenyon Rd., Urbana IL 61801, 1985, pp. 120-24.**

The author presents a classification system (originally published in 1980) for analyzing the verbal responses of students after reading a short passage. The classifications include paraphrasing, statements of trouble understanding what was read, statements that indicate what reading strategies the student was using, off-task statements, etc.

(TC#440.3TAXOFR)

Wixson, Karen K., Anita B. Bosky, Nina Yochum, and Donna E. Alvermann. ***An Interview For Assessing Students' Perceptions of Classroom Reading Tasks.*** **Located in: The Reading Teacher, January 1984, pp. 347-353.**

The Reading Comprehension Interview (RCI) has 15 open-ended questions that explore:

1. The students perception of the goal/purpose of reading activities.
2. The student's understanding of different reading task requirements.
3. The strategies which the reader reports using when engaging in various reading tasks.

(TC#440.3ANINTF)

Section 4

NWREL Test Center Resources

Mathematics
Annotated Bibliography

Northwest Regional Educational Laboratory

THE TEST CENTER
101 SW Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9500
(800) 547-6339 (Outside Oregon)

Math Assessment Alternatives
July 31, 1991

The following articles represent Test Center holdings to date in the area of assessment alternatives in mathematics. Presence on the list does not necessarily imply endorsement. Articles are included to stimulate thinking and provide ideas. Some of the entries are informal assessments, and are intended mainly for the classroom. For more information contact Judy Arter or Ann Davis at 503-275-9500, Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204.

Bock, R.D. (1987). The "Content X Process" Classification of Mathematics Items: Conjoint Scoring. University of Chicago. (TC#500.5CONXPR)

In this paper, the author describes the content specifications for a grade 8 test in mathematics used in a study at UCLA. A "content x process" matrix was used to specify test content. Content included numbers, algebra, geometry, measurement, and probability/statistics. Each of these was crossed with procedural skills (calculating, rewriting, constructing, estimating, executing algorithms), knowledge of facts and concepts (terms, definitions, concepts, principles), and higher level thinking (proof, reasoning, problem solving, real-world applications). Items that represent some of the cells in the matrix are provided as examples. All items are multiple-choice.

California State Department of Education (1989). A Question of Thinking. 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720, 916-445-1260. (TC#500.3AQUESO)

This report describes the results of 12th grade student assessment using open-ended math problems that was part of the California Assessment Program (CAP). The open-ended problems were scored using rubrics developed for each problem. These rubrics are described, and "anchor" papers for the six scale values for each rubric are provided. Although there is a separate rubric for each problem, they are all intended to reflect the following dimensions of problem solving: understanding of mathematics, use of mathematical knowledge, and ability to communicate about mathematics.

Campbell, D. (1990). Arizona Student Assessment Plan. Arizona Department of Education, 2102 W. Indian School Rd., Phoenix, AZ 95015, 602-264-1774. (TC#060.3ARISTA)

The Arizona Assessment Program has several parts; a short standardized achievement test, non-test indicators, and performance assessments in reading, math and writing. The performance tests are designed to measure the state's Essential Skills. The math portion presents an extended problem solving situation that requires short answers, extended answers, and explanations of answers. Each extended exercise has its own specific set of scoring procedures that involve assigning a point value if various things are present in the response.

Center for Innovation in Education (1990). Math Their Way. 20665 4th Street, Saratoga, CA 95070. (TC#070.3MATTHW)

Math Their Way is an instructional program designed for grades K-2 that emphasizes manipulatives. Chapter 3 deals with assessment; the suggested assessment activities tie into the instructional program. These are suggested "formal assessments" to be used to track student progress two to four times a year. They are really not intended for daily use. There are 18 assessments to evaluate three areas -- prenumber concepts and skills, number operations, and

place value. All assessments are individual and performance based. No technical information is provided.

Charles, R. (1989). Evaluating Progress in Problem Solving. The California Mathematics Council, Communicator, 14 (2), pp. 4-6. (TC#500.3EVAPRI)

This article presents a rationale for analyzing student open-ended problem solving in a systematic fashion. One sample analytical scoring rubric is presented. The traits are: understanding the problem, planning a solution, and getting the answer. The author also proposes some other questions to ask as one looks at student problem solving: Did the student seem to understand the problem? Were the approaches used to solve the problem feasible for finding a solution? Does the answer make sense in terms of the question to be answered?

Commission on Standards for School Mathematics (1989). Curriculum and Evaluation Standards for School Mathematics. National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091. (TC#500.5CURANE)

This book contains standards for curriculum and assessment that attempt to create a coherent vision of what it means to be mathematically literate. This book has been quoted extensively and appears to be the current "standard" for what should be in a math curriculum.

The assessment section covers: three statements of philosophy concerning assessment (alignment, multiple sources of information, and appropriate assessment methods and uses); seven sections on assessing various student outcomes (e.g., problem solving, communication, reasoning, concepts, procedures, and dispositions); and four sections on program evaluation (indicators, resources, instruction, and evaluation team). Each of the seven sections on assessing student outcomes briefly describes what the assessment should cover and provides some sample assessment tasks and procedures.

Dalton, M. (1991). Oregon Dimensions of Problem Solving. Oregon Department of Education, 700 Pringle Parkway S.E., Salem, OR 97310, 503-378-4974. (TC#500.3OREDIO)

The Oregon State Department of Education is currently sponsoring a consortium effort to develop an analytical trait scoring system for open-ended math problems. Two versions of the rubric are included; the second version is a modification of the first, based on a pilot test. The team is currently trying out the second version on problems across multiple grades. The traits are:

1. Conceptual understanding of the problem
2. Procedural knowledge
3. Problem solving skills and strategies
4. Communication

The current version includes a scoring guide for each trait. The ultimate goal is to develop a package that also includes anchor performances, although these are not yet included.

EQUALS (1989). Assessment Alternatives in Mathematics. Lawrence Hall of Science, University of California, Berkeley, California 94720, 415-642-1823. (TC#500.6ASSALI)

This document provides an overview of some possible assessment methods in mathematics that cover both process and products. Specific examples are provided for writing in mathematics, mathematical investigations, open-ended questions, performance assessment, observations, interviews, and student self-assessment. Any of the student generated material could be self-selected for a portfolio of work. The document also includes a discussion of assessment issues and a list of probing questions teachers can use during instruction.

Grobe, R.P., Cline, K., and Rybolt, J. (1990). Curriculum Based Assessment For Math: A Summary of 1990 Field-Test Results. Mt. Diablo Unified School District, 1936 Carlotta Dr., Concord, CA 94519. (TC#500 3MTDIAC)

The pilot project in Mt. Diablo school district entailed scoring open-ended math problems holistically for grades 3, 5 and 8. The holistic scale (0-4) defines an exemplary response as: systematic or elegant, organized recording system, complete and accurate, and clear and thorough explanation. One problem along with sample student responses is presented for each grade level. A rationale for using open-ended problems is also provided.

Kulm, G. (Ed. -- 1990). Assessing Higher Order Thinking in Mathematics. American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005. (TC#500.6ASSHIO)

This book contains a series of articles that address various topics in mathematics assessment. The articles address three broad topics:

1. The rationale for assessing mathematics problem solving and the need to have assessment devices that reflect this emphasis.

2. Issues that come up when trying to assess higher order thinking skills in mathematics.

3. General discussions of what to assess and how to assess it.

There are a few examples of actual assessment techniques. The most relevant articles are included on this bibliography as separate entries.

Larter, S. (1991). Benchmarks: The Development of a New Approach To Student Evaluation. Toronto Board of Education, 155 College Street, Toronto, Ontario, Canada M5T 1P6. (TC#100.6BENCHM)

Benchmarks are student performance assessment tasks tied to Provincial educational goals. Each Benchmark lists the goals to be addressed, the task, and the holistic scale used to judge performance. Students are also rated on perseverance, confidence, willingness, and prior knowledge, depending on the Benchmark. There are 129 Benchmarks developed in language and mathematics for grades 3, 6, and 8.

The percent of students in the sample tested at each score point (e.g., 1-5) are given for comparison purposes, as are other statistics (such as norms), when appropriate. Anchor performances (e.g., what a "3" performance looks like) are available either on video or in hard copy.

This report describes the philosophy behind the Benchmarks and how they were developed. Some sample Benchmarks (without anchor performances) are provided in the appendices.

Lesh, R. (1990). Computer-Based Assessment of Higher Order Understandings and Processes in Elementary Mathematics. In G. Kulm (Ed.), Assessing Higher Order Thinking in Mathematics. American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005. (TC#500.6COMBAA)

This article is as much about how meaningful learning occurs and the nature of the structure of knowledge in mathematics, as it is about use of computers in math instruction and assessment. The basic premise is that computer-based tests should not simply be pencil-and-paper tests delivered on-line. They should be part of an integrated instruction and assessment system that supports both learning facts and developing the meaningful internal structuring of those facts to form a coherent knowledge system.

The article discusses three things: (1) principles underlying a modeling perspective of learning and assessment (ideas such as: learning and problem-solving situations are interpreted by the learner by mapping them to internal models; and, several alternative "correct" models may be available to interpret a given situation); (2) five objectives that should be emphasized in K-12 math (such as going beyond isolated bits of knowledge to construct well-organized systems of knowledge, and think about thinking); and (3) specific types of assessment items that can be used to measure these deeper and broader understandings (such as conceptual networks and interactive word problems).

Many sample problems are provided.

Lester, F.K. (1988). An Assessment Model for Mathematical Problem Solving. Teaching Thinking and Problem Solving, 10, pp. 4-7, Lawrence Erlbaum Associates, Inc., Journal Subscription Department, 365 Broadway, Hillsdale, NJ 07642. (TC#500.3ANASSM)

This article presents a model for assessing both the problem solving performance of students and assessing the task demands of the problem to be solved. The dimensions of problem solving (which could be used as a scoring rubric) are: understanding/formulating the question in a problem; understanding the conditions and variables in the problem; selecting the data needed to solve the problem; formulating subgoals and selecting appropriate solution strategies to pursue; implementing the solution strategy and attaining subgoals; providing an answer in terms of the data in the problem; and evaluating the reasonableness of an answer. The article describes these in some detail.

The problem features that can affect a student's success in solving a problem are: they type of problem; the strategies needed to solve it; the mathematical content/types of numbers used; and the sources from which data need to be obtained to solve the problem.

Lester, F.K., and Lambdin-Kroll, D. (1990). Assessing Student Growth in Mathematical Problem Solving. In G. Kulm (Ed.), Assessing Higher Order Thinking in Mathematics. American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005. (TC#500.6ASSSTG)

The authors present a model of factors that influence problem-solving performance, and discuss several problem solving assessment techniques.

A good assessment program in math should collect information about the following: affect (attitudes, preferences, and beliefs), and cognitive processes/ability to get the right answer (both whether they get the right answer, and the strategies used). The program should also systematically define and cover the features of tasks (problem type, math content, required strategies, etc.) since these affect performance and should be reflected in instruction.

In order to gather information on these three categories of factors, the authors briefly review: observations, interviews, student self-reports, and holistic and analytic scoring of performances. They recommend against multiple-choice questions.

This paper is a general theoretical discussion; no actual tasks, problems or scoring guidelines are provided.

Marshall, S.P. (1990). Assessing Knowledge Structures in Mathematics: A Cognitive Science Perspective. In S. Legg & J. Algina (Eds.) Cognitive Assessment of Language and Mathematics Outcomes, Norwood, NJ: Ablex. (TC#500.6ASSKNS)

This article discusses the implications of recent advances in cognitive science for mathematics assessment. The goal in using this research to development assessment techniques is to determine the extent to which students have acquired specific cognitive skills rather than merely whether they can correctly solve particular problems.

Cognitive theory holds that people solve problems by using three knowledge structures -- declarative (facts), procedural (algorithms and production rules), and schema (frames that relate facts and production rules). To solve a problem, a person must first find the right schema, must then correctly implement a set of production rules, and must have stored correctly the facts and knowledge required to carry out the necessary algorithms specified by the production rules. Errors can occur in any of these three areas.

Researchers are currently engaged in specifying these knowledge structures in such detail that they can develop computer simulations that can, first, solve problems, and second, reproduce student errors by leaving out or altering various of the necessary structures. In this way, errors in student responses can be tracked back to the erroneous structure used. The author specifically mentions work in the area of simple arithmetic operations, geometry, and word problems.

Additionally, the author discusses two other ways of assessing these things in students -- reaction time (to assess how automatic a function is); and multiple-choice problems (e.g. "which of the following problems can be solved in the same way as the one stated above?" to get at schema knowledge). Some time is spent with multiple-choice problems to explore various types of problems and the technical issues that arise with them.

It should be pointed out that all these procedures are experimental; none have progressed to the point where there is a final product that can be ordered and installed.

Marshall, S.P. (1990). The Assessment of Schema Knowledge for Arithmetic Story Problems: A Cognitive Science Perspective. In G. Kulm (Ed.), Assessing Higher Order Thinking in Mathematics. American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005. (TC#500.3ASSOFS)

The *Story Problem Solver* (SPS) was created to test a theory of memory architecture called schemata. Under such theories, human memory consists of networks of related pieces of information. Each network is a schema, a collection of well-connected facts, features, algorithms,

skills, or strategies. SPS was developed to support instruction in story problems in which students were explicitly taught five problem-solving schemas and how to recognize which schema is represented by a story problem. The computerized problems have students pick out the schema or general solution strategy that fits the story problem, decide which information in the story problem fits into the various frames of the schema, identify the steps needed to solve a problem, and decide whether the necessary information is given in the problem.

Math Learning Center (1989). Recommendations For Assessment, Visual Mathematics. (Full reference not available. TC#500.3RECFOA)

This document is part of a longer monograph. Unfortunately, the longer source was not noted in the version we obtained. The excerpt briefly discusses using writing activities, checklists, quizzes, interviews, and self-evaluation to assess mathematics. The appendices contain a list of writing activities, journal exercises and starters, a checklist covering important dispositions, interview suggestions, and self-evaluation activities.

Meltzer, L.J. (1987). Surveys of Problem-Solving & Educational Skills. Educator's Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02138. (TC#010.3SUROFP)

Although this is a individual test published primarily for diagnosing learning disabilities for students aged 9-14, it has some interesting ideas that could be more generally applied. There are two parts to the test -- a more-or-less standard individualized aptitude test, and a series of achievement subtests. The math subtest involves a fairly standard test of computation. However, the word problem subtest requires the teacher to score each problem on choice of correct operations, ability to complete the word problem, efficiency of mental computation, self-monitoring, self-correction, attention to operational signs, and attention to detail.

Another interesting part of this test is that after each subtest is administered, the teacher is guided through an analysis of the student's strategies in completing the task -- efficiency of approaching tasks, flexibility in applying strategies, style of approaching tasks, attention to the task, and responsiveness during assessment. In the aptitude portion of the test, the teacher also assesses the student's ability to explain their own strategies.

A review in The Reading Teacher, November 1989, concluded that, since there is little evidence of validity presented by the author, the test should be used informally, for classroom assessment. The reviewer also states: "The SPES, rather than attempting to measure underlying cognitive abilities, instead appear to emphasize underlying strategy awareness and use. This orientation appears to reflect the important recent developments in educational thinking emphasizing the child as a problem solver who uses intentionally-selected strategies to improve understanding and learning" (p.176).

Mumme, J. (1990). Portfolio Assessment in Mathematics. California Mathematics Project, University of California, 300 Lakeside Drive, 18th Floor, Oakland, CA 94612-3550. (TC#500.6PORASI)

This booklet describes what mathematical portfolios are, what might go into such portfolios, how items should be selected, the role of student self-reflection, and what might be looked for in a portfolio. Lots of student samples are provided. Criteria for evaluating portfolios include: evidence of mathematical thinking, quality of activities and investigation, and variety of approaches and investigations.

Nicholls, J.G., Cobb, P., Yackel, E., Wood, T., and Wheatley, G. (1990). Students' Theories About Mathematics and Their Mathematical Knowledge: Multiple Dimensions of Assessment. In G. Kulm (ED.), Assessing Higher Order Thinking in Mathematics. American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005. (TC#500.3STUTHA)

This paper reports on a series of studies on student attitudes toward mathematics and their relationship to mathematical knowledge and understanding. Dimensions of attitudes toward math were: (1) how motivated students are to do math; (2) student beliefs about what causes success in math; and (3) student views of the benefits of learning math. All items are included.

Pandy, Tez (1990). Power Items and the Alignment of Curriculum and Assessment. In G. Kulm (Ed.) Assessing Higher Order Thinking in Mathematics. American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005. (TC#500.6POWITA)

The author presents a philosophy and approach for thinking about the development of a test of mathematics problem solving, and provides some examples of multiple-choice and short-answer "power" questions developed by the California Assessment Program.

The author maintains that typical content by process matrices used to specify the content of tests tend to result in tests that measure minuscule pieces of information that are fragmented and nonintegrated. The author prefers to have assessment tasks that are broader in focus and cut across several process/content areas, so that in order to get the right answer, students must use skills like organizing information, representing problems, and using strategies.

Multiple-choice or short-answer power questions have characteristics that include: they assess essential mathematical understandings and interconnectedness of mathematical ideas, rather than isolated facts and knowledge; they are not directly teachable, even though teaching for them will result in good instruction; good teachers looking at the questions would feel comfortable and agree that such questions are worthwhile teaching goals.

Randall, C., Lester, F., and O'Daffer, P. (1987). How to Evaluate Progress in Problem Solving. National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091. (TC#500.6HOWTOE)

This monograph attempts to assist educators with the challenge of developing new techniques for evaluating the effectiveness of instruction in problem solving by clarifying the goals of problem solving instruction, and illustrating how various evaluation techniques can be used in practice. Goals include: select and use problem solving strategies, develop helpful attitudes and beliefs, use related knowledge, monitor and evaluate thinking while solving problems, solve problems in cooperative learning situations, and find correct answers.

Evaluation strategies include: informal observation/questioning and recording results using anecdotal records or a checklist (two are provided); interviews (a sample interview plan is provided); student written or oral self-report of what happening during a problem solving experience (a list of stimulus questions is given, as is a checklist of strategies); attitude inventories (two are given); rating scales (three-trait analytic, and focused holistic scales are given); and multiple-choice and completion (sample stems are given to assess various problem solving abilities; many of these parallel question types mentioned by Marshall, above, to assess procedural and schematic knowledge).

Many sample problems are provided.

Romberg, T.A. (1987). The Domain Knowledge Strategy for Mathematical Assessment. National Center for Research in Mathematical Sciences Education, School of Education, 1025 W. Johnson St., Madison, WI 53706, 608-263-4200. (TC#500.6DOMKNS)

This document provides a brief overview of the Domain Knowledge" strategy used by the National Center for Research in Mathematical Sciences Education to assess math knowledge of students. This approach is contrasted to the typically used "Content by Behavior Matrix" approach in which content topics are crossed with behavior (usually some form of Bloom's taxonomy). The author maintains that this approach is outdated; the behaviors dimension fails to reflect contemporary notions of how information is processed and the content dimension is an inadequate way to describe what is meant to know mathematics.

The "Domain Knowledge" approach involves making a "map" or network of a concept domain. This reflects a more integrated and coherent picture about knowledge. These maps can be used to generate tasks, assessment criteria, and formats that get at both correctness of responses and the strategies used to arrive at the answer.

Schoenfeld, A.H. (1989). Teaching Mathematical Thinking and Problem Solving. In L.B. Resnick & L.E. Klopfer (Eds), Toward The Thinking Curriculum: Current Cognitive Research, Association for Supervision and Curriculum Development. (TC#500.5STOWTET)

Although this article is more about defining what mathematical problem solving is than about assessment, it presents an interesting visual way to represent how students spend their time when solving a problem; it also compares such a plot for good problem solvers to a plot for an inefficient problem solver.

Essentially, the procedure involves tracking the sequence in which students use different steps in the problem solving process (reading the problem, analyzing the problem, exploring a solution strategy, planning, implementing a strategy, and verifying the results) and the amount of time spent on each. Good problem solvers spend a lot of time analyzing and planning, with many self-checks on "how it is going." Poor problem solvers tend to fixate on a possible line of attack and pursue it relentlessly even when it is clearly not going well. Additionally, there are very few stops to self-check on how it is going.

Surber, J.R. (1984). Mapping as a Testing and Diagnostic Device. In C.D. Holley & D.F. Dansereau (Eds.), Spatial Learning Strategies – Techniques, Applications, and Related Issues, Orlando, FL: Academic Press. (TC#100.6MAPASA)

The book is a general discussion of the advantages of, and procedures to integrate the production of cognitive networks into instruction. The premise is that knowledge of facts, rules, algorithms, etc. is only part of what students need to know. They also need to know how these facts fit together to form a body of knowledge. Without knowledge of the interrelationships, students are not likely to remember the facts or be able to use them correctly when they are remembered.

The Surber paper discusses a particular type of cognitive networking scheme -- mapping -- and its use in assessment of knowledge structures. The basic procedure consists of taking a completed map for the topic to be tested, and deleting portions in various ways. Students then complete the map given various types of cues.

Vermont State Department of Education (1990). Vermont Mathematics Portfolios. Montpelier, Vermont 05602. (TC#500.3VERMAP)

This document describes the portfolio pilot currently being conducted by the state of Vermont. Criteria for evaluating portfolio entries include: defines the problem, applies strategies logically, verifies results, interprets results, makes connections between equivalent representations of mathematical concepts, shows facility with mathematical notation, communicates mathematical thinking, and communicates mathematical disposition. Entries are also analyzed for dispositions -- motivation, curiosity, perseverance, risk taking, flexibility, and self confidence.

A sample of portfolios are examined for evidence of student growth, emphasis on concept development, development of group problem solving skills, integration of mathematics into other curriculum areas, application of math to real-world experiences, and making math connections.

Webb, N. (1991). Alternative Strategies for Measuring Higher Order Skills in Mathematics: The Role of Symbol Systems. CRESST, University of California, Los Angeles, 145 Moore Hall, Los Angeles, CA 90024. 213-825-4711. (TC#500.6ALTSTF)

This document presents an overview of a study that is currently taking place at CRESST in which students are asked to represent problems in various equivalent ways (graphs, tables, equations, word problems, and diagrams). The premise is that if a student really understands a problem, he or she should be able to solve the problem presented in any format, and translate from one format to another. Examples are provided of problems represented in different ways.

Wells, B.G. (1990). Journal Writing in the Mathematics Classroom. Communicator, 15(1), pp. 30-31. This is the journal of the California Mathematics Council, Ruth Hadley, 1414 South Wallis, Santa Maria, CA 93454, 805-925-0774. (TC#500.6JOUWRI)

This brief articles describes one method that a teacher uses to elicit thinking on the part of high school math students. The teacher puts a short phrase on the board at the beginning of each class period and students write what they know about that phrase as the teacher takes attendance. Sample "prompts" and student responses are included. Although no criteria for evaluating responses is included, this article is added here because it represents an attempt to do writing in math, and because some of the prompts are designed to elicit metacognition, e.g., "What three problems on the final should have been eliminated and why?" or "What mathematical fact, concept, skill or insight that you learned in this class this year are you most likely to remember and why?"

Whetton, C., Ruddock, G., Hopkins, S., et al. (1991). Standard Assessment Tasks for Key Stage 1. National Foundations for Educational Research, The Mere, Upton Park, Slough, Berks S11 2DQ, England. (TC#100.3STAAST)

In Spring, 1991, all seven-year-olds in England and Wales (N=600,000) where to have been tested using a set of performance assessments tied to a new National Curriculum. Areas tested included reading, writing, spelling, handwriting, math, and science. The assessment consisted of a series of tasks given to students. For each task, students were assessed on several "statements of attainment (SoA)" (goals in the curriculum). In math, thirty-eight SoAs were covered in 19 tasks. SoAs included those that are fairly traditional (e.g., "use addition and subtraction facts up to 10") but also included some self-reflection and problem solving (e.g, "talk about own work and ask questions," "make predictions based on experience," "explore and use the patterns in addition and subtraction facts to 10").

Appendix

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